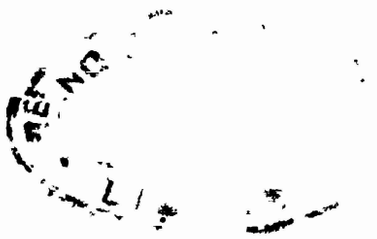
REPORT

OF THE



DIRECTOR OF PUBLIC INSTRUCTION

IN THE

BOMBAY PRESIDENCY

FOR

THE YEAR 1885-86.

Bombay:
PRINTED AT THE GOVERNMENT CENTRAL PRESS.
1886.

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INCOME AND EXPENDITURE.

1. The receipts credited to Provincial Funds in the year under report and the previous year were as under:— Provincial receipts.

	1884-85.	1885-86.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
Fees	2,61,115	2,76,723	15,608	...
Subscriptions	2,286	2,111	...	175
Municipal Assignments	30,402	27,374	...	3,028
Interest on Endowments	35,721	33,754	...	2,067
Miscellaneous	7,731	8,882	1,151	...
Total ...	3,37,355	3,48,844	16,759	5,270

The increase in fees is due to larger receipts from colleges, and to the increasing proportion of boys paying the high school as distinguished from the middle school rates. Additional reasons for the increase are to be found in a revision of the fee-rates for the Nadiád High School and in the opening of a new practising school and of three new Drawing classes. The increase under miscellaneous is due to the College of Science workshops. The decrease under endowments is due to accidental delays in the recovery of interest, and the decrease under subscriptions and municipal assignments is caused by the transfer to the municipality of the Anglo-Vernacular school at Sukkur, and by the withdrawal of contributions to secondary schools owing to the strain put upon the municipalities by the transfer of primary schools.

2. These funds are endowments for scholarships and prizes which are excluded by the Accountant General from the ordinary Budgets. The receipts on account of these funds fell from Rs. 18,910 to 18,362, but there is no reason for this except the accidental delays already alluded to. The expenditure from the funds is distributed in my ninth paragraph between the various institutions to which the funds belong. Excluded Local Funds.

3. Exclusive of the Provincial grant the receipts of the Local Boards were as under:— Local Boards.

	1884-85.	1885-86.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs
Cess	7,29,352	8,24,649	95,297	...
Fees	1,83,044	1,43,065	...	39,979
Subscriptions	35,824	18,453	...	17,371
Municipal Assignments	71,093	29,116	...	41,977
Interest on Endowments	2,998	2,781		217
Miscellaneous	28,554	36,471	7,917	
Total ...	10,50,865	10,54,535	1,03,214	99,544

The increase in the Cess Receipts is owing to the recovery of the cess due to Broach for 1884-85. The increase in Miscellaneous Receipts is due to the

sale-proceeds of the Ratnágiri Factory. The decrease under Subscriptions is due to a lull in building operations which I hope is temporary only. The decrease under the remaining headings is due to the transfer of schools to the municipalities.

Municipal Boards.

4. Exclusive of the Provincial grant and of contributions from Local Boards the receipts of the Municipal Boards were as under :—

	1884-85.	1885-86.	Increase.
	Rs.	Rs.	Rs
Municipal rates	4,456	1,70,851	1,66,395
Fees	1,603	56,462	54,859
Endowments and other sources	99	339	240
Total ...	6,158	2,27,652	2,21,494

The transfer of schools, which is nearly completed, accounts for the large increase in fees and in the expenditure from municipal rates. Taking the figures for Local and Municipal Boards together I find the net increase in fees to be Rs. 14,880. This increase is due to a large addition of new schools and scholars. As to the rates, the total municipal expenditure shown on page 7 came to Rs. 97,908 in 1884-85 and to Rs. 2,41,999 in the year under report. The difference against the municipalities is Rs. 1,44,091. But arrears on account of the Government grants for 1885-86 have been paid since the close of that year. These arrears came to Rs. 33,439, so that the net increase in municipal expenditure on education is reduced to Rs. 1,10,652.

5. **Provincial Allotments and Expenditure.**—The Budget allotments of Provincial grants and the expenditure under each head were as under :—

	Allotment.	Expenditure	Excess.	Saving
	Rs	Rs.	Rs	Rs.
22 —*Education.*				
A University	27,000	27,000	. .	..
B Direction	42,000	36,343	...	5,657
C. Inspection	2,07,605	2,08,787	1,182	...
D Government Colleges, General	1,50,000	1,44,259	.	5,741
E. Do. do Professional ...	1,17,000	96,345	...	20,655
F. Government Schools, Special—				
(1) School of Art	34,000	31,236	...	2,764
(2) Training Schools	58,020	58,954	934	..
G. Government Schools, General—				
(1) Secondary Schools	3,58,020	3,59,907	1,887	...
(2) Primary Schools	1,000	721		279
H. Grants-in-Aid—				
(1) Payments by results	1,35,000	1,38,524	3,524	.
(2) Other Grants	61,100	34,026	..	27,074
(3) Building Grants	2,32,000	1,27,762	...	1,04,238
(4) Contributions to Local Boards	2,73,000	2,73,868	868	..
(5) Do. to Municipal Boards ...	1,12,000	83,500	...	28,500
I. Scholarships	28,360	26,824	...	1,536
K Miscellaneous	17,895	19,664	1,769	...
Total Education ..	18,54,000	16,67,720	10,164	1,96,444

	Allotment.	Expenditure.	Excess.	Saving.
	Rs.	Rs.	Rs.	Rs.
24.—Medical Schools.				
Grant Medical College and Medical Schools ...	62,000	62,560	560	...
Allowances under Treaties and Engagements.				
Dakshina Fund	19,183	19,183	...	...
Imperial.				
Aden Schools	7,560	7,560	...	...
Gross Total ...	19,42,743	17,57,023	10,724	1,96,444
Deduct—Departmental Receipts ...	3,44,133	3,48,844	4,711	...
Net Total ...	15,98,610	14,08,179	6,013	1,96,444
			Deduct—Excess ...	6,013
			Net Saving ...	1,90,431

The large saving on the allotments for the year was owing to reductions ordered by Government in consequence of the expense of military operations on the North-West Frontier.

The saving under Direction was due to my absence on leave. The excess under Inspection was due to the increased salaries drawn by the Inspectors and their Deputies, and to the entertainment of additional clerks.

The saving under Colleges for General Education was due to the absence of officers on leave, while the saving under Colleges for Professional Education was due to the postponement of the opening of the Veterinary College in Bombay.

The saving on the School of Art was due to smaller expenditure on contingencies, and the excess under Training Schools was due to additional establishment sanctioned for the two colleges at Ahmedabad.

The increase under Secondary Schools was due to special grants for apparatus and furniture sanctioned for the Ahmedabad, Nadiád, Thána and Shikárpur High Schools.

The excess under Grants-by-results was met by a re-appropriation from the next heading, where there was a large saving in the allotments for apprentices and for European and Eurasian children.

The saving under Buildings is due to short expenditure on the new buildings for the Wilson and St. Xavier's Colleges.

Under Contributions to Local Boards there was an excess, as the whole charges for Peint were provisionally debited to Provincial Funds until the táluka was brought under the new Act.

The saving in the contributions to Municipal Boards was due to delay in the transfer of schools.

The saving under Scholarships was due to smaller expenditure in colleges and special schools.

The excess under Miscellaneous was due to special purchases of books made by Government.

6. **Comparison with previous year.**—The following table gives in detail the variations in the Provincial expenditure as compared with the figures for the previous year. In this table fees and other receipts have been deducted from the Provincial expenditure :—

	Actual Expenditure from Provincial Funds.			
	1884-85.	1885-86.	Increase.	Decrease.
	Rs.	Rs.	Rs.	Rs.
A. University	27,000	27,000	...	...
B. Direction	50,535	36,343	...	14,192
C. Inspection	1,88,685	2,01,576	12,891	...
D. Government Colleges, General	1,61,069	1,64,696	3,527	...
E. Do. do. Professional ...				
F. Government Schools, Special—				
(1) Medical Schools	39,606	36,118	...	3,488
(2) School of Art	29,902	23,305	...	6,597
(3) Training Schools	47,375	57,581	10,206	...
G. Government Schools, General —				
(1) Secondary Schools	1,42,616	1,47,298	4,682	...
(2) Primary Schools	1,175	3,467	2,292	...
H. Grants-in-Aid—				
(1) Payments by results	1,20,485	1,37,524	17,039	...
(2) Other grants for instruction ...	50,888	43,390	...	7,498
(3) Building Grants	57,089	1,19,497	62,408	...
(4) Contributions to Local Boards ...	2,71,960	2,72,868	908	...
(5) Contributions to Municipal Boards ...	1,501	83,500	81,999	...
I. Scholarships	36,442	30,264	...	6,178
K. Miscellaneous	23,756	23,752	...	4
Grand Total ...	12,50,084	14,08,179	1,96,052	37,957
Deduct—Decrease ...			37,957	
Net Increase ...			1,58,095	

The changes under Direction and Inspection have already been explained. The increase under Colleges is due to additions to the subordinate staff. The decrease under Medical Schools is due to arrangements made by the Surgeon General. The decrease under the School of Art is due to smaller travelling expenses and to a reduction in the contingent grants. The increase under Training Schools is due to increased establishments at Ahmedabad and to the inclusion of stipends or subsistence allowances which were before shown under the heading for scholarships. The increase under Secondary and Primary Schools is due to the opening of the High School for girls at Poona and to the establishment of practising schools under the Training Colleges. The increase under Grants-by-results and Building Grants is due to the prosperity of the old schools and to the admission of new schools to our registers. The decrease under *Other Grants* is due to smaller payments on account of endowments. The increase in the grant to Local Boards has been explained. The increase in the grants to municipal Boards represents the cost of the transfer of schools.

7 **Total Expenditure from all Sources.**—The total expenditure from all sources is given in the following table for the last three years :—

Years.	Number of Institutions	Number of Scholars	Expenditure from					
			Provincial Funds.	Local Cess.	Municipal Rates.	Fees.	All other Sources.	Total
			Rs	Rs.	Rs.	Rs.	Rs.	Rs
1883-84	6,335	413,341	11,89,068	8,89,699	91,617	7,16,014	11,35,506	40,21,904
1884-85	6,726	438,416	12,50,084	9,10,792	97,908	7,80,983	11,02 967	41,42,734
1885-86	7,492	460,937	*14,09,188	6,85,153	2,41,999	9,12,013	12,68,848	45,17,151

* Includes Rs. 959 for Police Schools

I have given the figures for three years only, as the returns for previous years were made out in a different form; and I have omitted the old heading of *Local Funds administered by the Department* because the phrase no longer applies to the changed conditions which have resulted from the new Acts for Local and Municipal Boards. I must add that the expenditure shown against the *Local Cess* and against *Other Sources* for 1885-86 is short of the real expenditure because I have been unable to ascertain the whole cost of the building operations of Local Boards. This omission will be made good in the next report, but this report is already over-due owing to the difficulties the Inspectors have experienced in making the new system understood by all the various Boards and school managers who have to submit materials for the divisional returns. One more remark I have to make, which is that according to the orders of the Government of India the expenditure from the revenues of Native States and from the cess and rates levied in Native States appears under the heading of *Other Sources*. The particulars for the last three years are as under:—

	Revenues of Native States.	Local Cess and Municipal Rates in Native States.	Total.
	Rs.	Rs.	Rs.
1883-84	5,82,644	39,807	6,22,451
1884-85	5,73,336	40,666	6,14,002
1885-86	6,19,076	57,248	6,76,324

8. The number of schools of each class—Government, Local or Municipal Board, Aided, &c.,—will be given later on, but the share which each class of schools has in the total expenditure is shown below:—

Cost of Institutions classed as	1883-84.	1884-85.	1885-86.
	Rs.	Rs.	Rs.
Government	8,22,430	8,47,260	8,68,748
Local Board	14,15,375	14,42,666	11,06,176
Municipal Board	4,212	7,659	3,31,014
Native State	7,18,576	7,10,657	7,88,276
Aided	6,95,579	7,66,670	9,74,218
Unaided	68,493	55,248	78,425
General	2,97,239	3,12,574	3,70,294
Total ...	40,21,904	41,42,734	45,17,151

The institutions classed as *General* consist of the University and the Government offices for direction and inspection, and the large increase of the year under this heading is due to the inclusion of fees and other receipts belonging to the University. These receipts which are now shown for the first time have been included under the orders of the Supreme Government.

Distribution of total expenditure.

9. The Government of India table which follows gives full particulars as to the expenditure on each class of institution connected with the department, and as to the sources from which this expenditure was met:—

PUBLIC

UNDER PUBLIC MANAGEMENT.

Objects of Expenditure.	Maintained by the Department.						Maintained by Local and Municipal Boards.						Maintained by		
	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments and other sources.	Total.	Provincial Revenues.	Local Cess.	Municipal Funds.	Fees.	Endowments and other sources.	Total.	Native State Revenues.	Local Cess levied in Native States.	Municipal Funds raised in Native States.
1	2a	2b	2c	2d	2e	2	3a	3b	3c	3d	3e	3	4a	4b	4c
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Arts Colleges.															
University Education. — English	88,514	...	3,000	40,248	22,209	1,53,971	..		...	...	...	...	25,092		
Colleges or Departments of Colleges for Professional Training.															
Law	3,848	...	...	6,608	2,169	12,715	...	...	...	...	...	...	...		
Medicine	—3,529	...	...	26,880	1,804	25,155	...	...	...	...	...	...	...	.	.
Engineering	57,856	...	...	5,872	...	63,728	...	...	...	..	...	...	.	.	.
Total	1,46,689	...	3,000	79,098	26,182	2,55,569	.	...	...	...	.		25,092	..	
Secondary Schools.															
School Education, General. — For Boys English	1,19,121	...	18,380	1,81,310	9,277	3,28,088	6,494	2,723	16,980	12,991	1,105	40,293	90,718	4,939	465
„ Girls English	11,203	...	1,500	34	1,832	14,069	...	..	575	...	...	575	...	...	..
Total	1,30,324	...	19,880	1,81,344	10,609	3,42,157	6,494	2,723	17,555	12,991	1,105	40,868	90,718	4,939	465
Primary Schools.															
For Boys	3,382	...	1,746	1,169	31	6,278	3,26,568	5,68,473	1,45,880	1,85,302	2,062	12,28,285	2,86,220	39,625	75
„ Girls	1,702	...	...	...	...	1,702	18,747	23,845	29,415	1,204	706	70,917	83,881	2,193	...
Total	5,084	...	1,746	1,169	31	7,980	3,45,315	5,92,318	1,72,295	1,86,506	2,768	12,99,202	3,20,101	41,818	75
Schools for Special Instruction.															
School Education, Special. — Training Schools for Masters	35,492	14,472	...	6	...	49,972	...	..	...	...	.	.	10,770	..	..
Training Schools for Mistresses	20,436	3,178	600	...	34	24,348	...	...	..	...		.	1,610	..	...
School of Art	22,967	...	...	3,289	5,805	32,041	...	...	...	...		..	...	.	...
Medical Schools	36,118	500	...	651	...	37,269	...	..	...			...	.	...	...
Engineering and Surveying Schools	1,800	...	...	...	...	1,800	...	..	...	.	.	...	...	...	...
Industrial Schools	...	...	...	...	...	...	1,500	...	.	...	21,840	23,340	4,853	..	...
Other Schools	27,187	...	1,290	2,653	8,999	40,131	...	1,127	...	...	..	1,127	660	..	...
Total	1,44,000	18,150	1,890	6,599	14,838	1,85,464	1,500	1,127	...	.	21,840	24,467	17,893	...	..
University Education	...	...	...	...	.	.	...	...	...	...	..	.	.		
Direction	...	...	..	...	..	..	...	...	...	...	...	..	.	..	
Inspection	...	...	...	...	...	...	...	..	...	...	...	...	...	..	..
Scholarships held in — Arts Colleges	11,672	24	...	...	476	12,172	...	...	...	...	...	...	1,080	...	..
Professional Colleges	8,033	...	...	...	4,353	12,386	...	.	.	...	..	.		...	.
Secondary Schools	8,380	2,649	..	...	2,582	13,611	..		..	..	..	.	3,185	126	.
Primary Schools	...	...	...	...	..	...	...	92	102	..	70	264	2,478	...	.
Special Schools other than Training Schools	2,179	478	...	...	948	3,605	...	.	.	...	...	.	207	..	..
Buildings	752	...	2,900	...	106	3,758	20,951	44,612	2,059	...	...	67,622	1,41,959	8,977	
Furniture and Apparatus (Special grants only)	7,082	...	1,000	...	.	8,082	3,079	40	1,318	30	...	5,467	7,370	848	.
Miscellaneous	23,153	...	...	811	...	21,964	...	...	...	...		..	...	...	.
Total	61,251	3,151	3,900	811	8,465	77,578	24,330	44,744	3,479	30	70	72,653	1,56,277	9,951	..
Total Expenditure on Public Instruction	4,87,298	21,301	30,416	2,09,608	60,125	*8,63,748	3,77,639	6,40,912	1,93,329	1,99,527	25,783	14,37,190	6,10,076	56,708	540

* This includes expenditure on Police Schools as under :—

Provincial	... Rs.	959
Fees	.. „	65
Other sources	. „	31
Total Rs.		1,055

the Bombay Presidency for the Official year 1885-86.

INSTITUTIONS																
			UNDER PRIVATE MANAGEMENT.								TOTAL EXPENDITURE FROM					GRAND TOTAL
NATIVE STATES.			AIDED BY THE DEPARTMENT OR BY LOCAL OR MUNICIPAL BOARDS						UNAIDED.							
Fees	Endowments and other sources.	Total.	Provincial Revenues	Local Cess.	Municipal Funds.	Fees.	Endowments and other sources.	Total.	Fees.	Endowments and Other sources.	Total	Provincial Revenues.	Local Cess.	Municipal Funds	Fees.	All other sources.	
4d	4e	4	5a	5b	5c	5d	5e	5	6a	6b	6	7a	7b	7c	7d	7e	8
Rs.	Rs.	Rs	Rs	Rs	Rs.	Rs,	Rs	Rs	Rs	Rs	Rs.	Rs.	Rs	Rs.	Rs.	Rs	Rs
2,202	950	28,244	9,400		..	15,903	24,622	49,985			...	97,914		3,000	58,418	72,873	2,32,200
.	.	.	.	...	..	...	...	...	..			3,849	.	..	6,602	2,109	12,715
	...	...	..	..	..	..	...	...	...	.		– 3,529		..	20,880	1,804	25,155
					.	..		...	.	...	.	57,856		.	5,872	.	63,728
2,202	950	28,244	9,400	.		15,903	24,622	49,985	.	.	...	1,50,089	.	3,000	97,863	76,846	3,33,798
28,013	2,296	1,35,426	97,988	10,099	3,958	1,30,807	1,57,305	4,09,247	52,062	9,920	61,982	2,23,603	12,822	39,318	4,14,273	2 85,020	9,75,036
.		...	28,378	146	730	48,730	51,123	1,29,107	...			39,581	146	2,800	49,764	52,455	1,43,751
28,013	2,296	1,35,426	1,26,366	10,245	4,688	1,88,627	2,08,428	5,38,354	52,062	9,920	61,982	2,63,184	12,968	42,123	4,63,037	3,37,475	11,18,787
52,237	18,226	3 96,883	16,306	4,197	9,832	37,660	34,441	98,502	9,154	4,053	13,207	3,46,246	5,72,670	1,57,458	2,81,528	3,84,783	17,42,685
5	3,016	39,095	12,195	223	1,507	5,266	36,773	55,964		361	361	32,644	24,008	27,922	6,475	76,930	1,08,039
52,242	21,242	4,35,478	28,501	4 420	11,339	38,932	71,214	1,54,466	9,154	4,414	13,568	3,78,910	5,96,738	1,85,380	2,88,003	4,61,663	19,10,694
2	.	10,722	1,000		...	...	6,540	7,540	..	..	.	30,490	14,472	.	10	17,810	68,284
	4	1,014			.	...	...	...				20,430	3,178	600		1,618	25,862
				.	.	.	...	...			...	22,907	..		3,209	5,805	32,041
				..	.	.	.				..	35,118	500	. .	651		37,269
												1,800			..		1,800
	3	4,856	0,152		883	817	24,132	31,03			..	7,652		883	817	50 828	60,180
	..	600	250		148	100	209		..	.	...	37,437	1,127	1,488	2,758	9,888	42,628
2	7	217,90	7,403		1,031	917	30,881	40,231	.	..	.	1,52,902	19,277	2,921	7,5 5	85,479	2,68,084
.	.		...			.	.	...	..			27,000		...	42,445	18,976	88,421
			..		..		..	..				30,343	...				30,343
	240	1,320		..	..	990	1,274	2,254	..			2,01,576	275		7,211	36,468	2,45,530
									..			11,072	24		980	3,070	15,746
					..	..	..	..				8,033				4,353	12,386
	1,305	4,670			...	3	4,587	4,590	24	12	36	8,380	2,049		27	11,851	22,913
..		2,476		...	497	..	932	1,429					92	599	.	3,478	4,169
		207															
	1,992	1,53,828	98,688	.	590	377	615	1,214	.	..		2,179	478	599	.	1,770	5,026
							48,962	1,18,027				1,19,791	44,612	4,959	377	2,01,896	3,71,135
295	1,706	10,219	3 265		100	3,296	13,408	20,069	134	2,705	2,839	14,326	40	2,418	3,784	26,037	46,575
			5,000	8,000		.	.	13,000	..			28,753	8,000	.	811		37,564
295	4,703	1,71,226	1,07,553	8,000	1,100	4,655	69,778	1,91,182	158	2,717	2,875	4,58,053	56,170	8,575	55,605	3,07,405	8,85,808
82,754	29,198	7,88,276	2,79,282	22,665	18,254	2,49,994	4,04,923	9,74,218	61,374	17,051	78,425	14,09,138	6,85,154	2,41,999	9,12, 13	12,68,348	45,17,151

Details of Miscellaneous Expenditure :—

	Provincial Revenues	Local Cess.	Fees.	Total.
	Rs.	Rs.	Rs.	Rs.
Translation Department	13,065	...	...	13,065
Encouragement to literature	9,664	...	...	9,664
Charges on account of certificate examinations	...	...	811	811
Grant to Mechanics Institute	300	...	...	300
Grant to Geographical Society	300	...	...	300
Endowment grant to the Bombay Scottish Orphanage	5,000	...	...	5,000
Expenditure on account of the Educational Museum and Library at Bombay ...	424	...	...	424
Grant to the Sind Arts College	...	8,000	...	8,000
Total ..	28,753	8,000	811	37,564

10. The distribution of the total expenditure of the year was in round numbers as follows :—

On Arts Colleges Rs. 2,32,200 or Rs. 31,108 more than in 1884-85.

On Professional Colleges Rs. 1,01,598 or Rs. 8,721 less than in 1884-85.

On Secondary Schools Rs. 11,18,787 or Rs. 1,28,068 more than in 1884-85.

On primary schools Rs. 19,10,694 or Rs. 2,04,791 more than in 1884-85.

On schools for special instruction Rs. 2,68,064 or Rs. 5,777 less than in 1884-85.

On buildings Rs. 3,71,135 or Rs. 18,792 more than in 1884-85.

On the University, inspection, scholarships, &c., Rs. 5,14,673 or Rs. 6,206 more than in 1884-85.

The total expenditure was divided in the following percentages :—

	Per cent.
Provincial Funds	31·19
Local cess	15·16
Municipal rates	5·35
Fees	20·19
Revenues of Native States (including cess and rates in Native States)...	14·07
All other sources	13·11

Many other calculations of the incidence of expenditure on different funds and of the comparative cost of education for every class of school will be found in the tables prescribed by the Government of India which are printed at the end of this report. In particular I would refer to General Tables II and VII and to subsidiary Forms 1 to 6. Critics who are not satisfied with these detailed returns can make further calculations and comparisons at pleasure, but care should be taken to understand the facts of each case and to compare the same and not different things. It was, for instance, hard upon the Bombay rayat that in our last report expenditure from the local cess was regarded as expenditure from State Funds, so that the inference is drawn that the Bombay villager gets more from the State than his fellow elsewhere. I believe that I am correct in stating that the cess or rate for local purposes, such as village roads and wells and schools, was the invention of the Government of Bombay, and I certainly remember the time when it was a voluntary rate imposed by the rayats upon themselves. It would seem to be impolitic to confound this special fund with the general revenues of Government and to argue that people who help themselves should have less help from the State. The report of last year was still

harder upon our rayats in the comparison made between the Local Funds of Bombay and Madras, as in this comparison the whole was compared with the part; or in other words, the local cess and all the departmental receipts of Bombay (fees, subscriptions, Municipal assignments and endowments, &c.,) were compared with the cess pure and simple of Madras. Another point to be noticed is the statement made last year that the wealth of the fee-receipts in Government as compared with Aided High Schools, arises more from very large attendance than from high rates of fees. The exact figures for 1884-85 were 345 boys for each Government and 273 for each Aided High School. But the Aided Schools include all the schools for Europeans which are generally small schools and which charge a fee that the natives would consider to be prohibitive. These schools for Europeans should have been separated, and the comparison should have been between the Government schools and the Aided Schools which teach Anglo-Vernacular standards only. And further a very material point in the comparison was left out altogether. The 19 Government schools belong to as many different Collectorates, while most of the 29 Aided Schools are located in the city of Bombay and the remainder in the large cities of Hyderabad, Karáchi, Ahmedabad, Surat, Poona, Ahmednagar and Belgaum. The comparison was therefore between the Government schools in 19 cities or towns distributed throughout the Presidency and the Aided schools in the eight largest and richest cities. While on the question of fees I may remark that the difficulty which was noticed last year of comparing Government institutions with aided institutions such as St. Zavier's or the Fergusson College disappears altogether if we compare the average monthly number on the rolls with the fee-receipts for the year. On this method the fees paid by each pupil in the Arts Colleges during the last two years come out as under:—

	1884-85.	1885-86.
	Rs.	Rs
Elphinstone College...	106	101
St. Zavier's College	64	84
Gujarát College	60	71
Deccan College	58	68
Free General Assembly's	50	51
Fergusson College	...	50

When I worked out the figures for secondary schools I had the average daily attendance only, but this does nearly as well, as the ratio of the average daily attendance to the average monthly number on the rolls is about the same in all secondary schools. On this plan the fees for each pupil last year came to Rs. 21 in Government schools, Rs. 35 in European schools, Rs. 13 in English-teaching schools, Rs. 12 in Mission schools and Rs. 10 in schools under native management.

11. **Grants-in-aid.**—The results-grants awarded during the year came to Rs. 1,69,644 against Rs. 1,25,499 in 1884-85. The increase of Rs. 44,145 is due to an increase in the number of registered schools and to the greater efficiency of the old schools. Awards are not always drawn during the year for which they are given, and the actual disbursements of 1885-86, which include arrears amounting to Rs. 13,801, came to Rs. 1,37,524.

In addition to grants paid by results, grants were paid to the institutions named below :—

	Rs.
Bombay Education Society's School, Byculla	5,280
Sir Jamsetji Jijibhoy Párai Benevolent Institution ...	6,000
David Sassoon's Reformatory	3,600
Sanskrit Class at Násik	100
Fardunji Párekh School of Industry, Surat	2,000
Carried forward ...	19,140

	Rs.
Brought forward ...	19,140
Rastomji Jamsetji Gujaráti Schools	2,260
Church of England, Pánchgani	417
Anjuman-i-Islám, Bombay	5,000
The Anglo-Jewish Association, Bombay...	1,560
Grant for the education of destitute European and Eurasian children	5,027
Sassoon Mechanics' Institute	300
Geographical Society	300
American Mission High School, Ahmednagar, for furniture	1,265
Free Church Mission High School, Poona, for furniture.	500
Industrial School, Sirúr, for half the initial expenditure of the first year	1,500
Endowment grant to the Scottish Orphanage, Máhím ...	5,000
Grant to an apprentice in the Small Arms Factory, Kirkee	120
Grant to boys maintained in the Apprentices' Home, Byculla	2,761
Total ...	42,990

If the building grants are added, the total of the Government expenditure on aided institutions comes to Rs. 2,79,282 against Rs. 1,99,710 for the previous year.

12. The following table shows the building operations in each division during the year :—

	Expenditure.		
	Provincial.	Cess, subscriptions, &c.	Total.
New Buildings.	Rs.	Rs.	Rs.
Central Division	1,873	1,038	2,911
North-East Division	3,017	10,180	13,197
Northern Division	3,726	6,009	9,735
Southern Division	12,097	10,709	22,806
Sind	96	4,887	4,983
Aden	.....	2,900	2,900
Total ...	20,809	35,723	56,532
Grants-in-aid to Private Institutions.			
American Mission High School, Ahmednagar ...	8,813	.....	8,813
Do. Vernacular School at Mándavgám ...	312	.....	312
Do. at Mirajgaon	325	.....	325
Do. at Supa	214	.....	214
Do. at Kinhi	195	.....	195
Cathedral High School	5,052	.....	5,052
St. Joseph's School, Bándra	1,000	.....	1,000
Convent School, Parel	6,016	.....	6,016
St. Mary's Institution, Bombay	476	.....	476
Convent School, Poona	4,760	.....	4,760
St. Stanislaus, Bándra	1,667	.....	1,667
St. Vincent's, Poona	3,000	.....	3,000
Free Church Mission, Alíbág	4,350	.....	4,350
St. Xavier's College	15,000	.....	15,000
Zenana Mission School in Kámátipura, Poona ...	1,000	.....	1,000
American Mission School, Sholápur ...	308	.....	308
American Mission School, Pugaon, Kolába ..	50	.....	50
S. P. G. Mission School at Ahmednagar ..	4,150	.....	4,150
Indo-British Institution	42,000	.....	42,000
Total ...	98,688	.....	98,688

	Expenditure.		
	Provincial.	Cess, subscriptions, &c.	Total.
Special and Ordinary Repairs.	Rs.	Rs.	Rs.
Central Division	294	1,850	2,144
Northern Division	.....	266	266
Southern Division	.....	5,245	5,245
Sind	.....	4,579	4,579
Total ...	294	11,940	12,234
Grand Total ...	1,19,791	47,663	1,67,454

Of the total expenditure Rs. 15,000 were spent on Aided colleges, Rs. 61,101 on Aided high schools, Rs. 21,183 on Aided middle schools, Rs. 1,404 on Aided vernacular schools, Rs. 472 on Government secondary schools, Rs. 280 on a Government normal school and Rs. 68,014 on vernacular schools belonging to Local and Municipal Boards.

The expenditure from the Public Works Budget (Provincial) was as under—

	Rs.
(*a*) Repairs	19,288
(*b*) Minor works (up to Rs. 1,000) ...	... 191
(*c*) Large Works (above Rs. 1,000) ...	...*30,888
Total, Public Works Department Budget ...	50,367

* The following are the items of expenditure for large works in the Budget for the Public Works Department :—

	Rs.
Purchasing play ground for the compound of the Sardárs' High School, Belgaum	1,200
Conversion of the old Mámlatdár's Kacheri into a school-house for the Government 1st Grade School at Bijápur...	1,260
Broach High School	2,352
Additions to the Narayen Jagannath High School, Karáchi,... ...	2,315
Practical chemistry and model rooms for the College of Science, Poona.	3,688
Restoration of the Vishrámbág Palace, Poona	16,748
Filling in the compound of the Elphinstone College, Bombay ...	3,325
Total ...	30,888

13. **Central Book Depot.**—The Government stock account is as shown below :—

Receipts.	Rs. a. p.	*Disbursements.*	Rs. a. p.
Balance on 1st April 1885 ...	1,01,362 10 0	Sale-proceeds including subscriptions to Indian Law Reports paid into the Government Treasury	9,265 13 11
Value of new stock received during the year	21,514 0 10	Commission	985 10 0
Subscription to Indian Law Reports	5,323 8 0	Value of Indian Law Reports issued to subscribers ...	3,783 0 0
Old books, &c., sold by auction.	564 6 9	Loss from distribution of books gratis, reduction of prices, &c.	5,580 11 6
		Balance on 31st March 1886...	1,09,149 6 2
Total ...	1,28,764 9 7	Total ...	1,28,764 9 7

The number of depôts for the sale of school-books is 218 against 223 at the end of the preceding year. The decrease is caused by the closing of branch depôts in Sind. The stock account of the year is as under :—

Receipts.	Rs. a. p.	*Disbursements.*	Rs. a. p.
Balance on 1st April 1885. ...	3,37,198 8 0	Value of stock sold during the year ...	2,10,599 14 3
Value of new stock received during the year ...	2,46,238 5 5	Loss from reduction of prices and books written off	9,004 7 10
		Balance on the 31st March 1886 ...	3,63,832 8 1
Total ...	5,83,436 14 2	Total ...	5,83,436 14 2

The cash account is as under :—

Receipts.	Rs. a. p.	*Disbursements.*	Rs. a. p.
Balance on the 1st April 1886 .	1,62,605 2 8	Refund to Government...	1,00,000 0 0
Sale-proceeds during the year .	2,10,599 14 3	Other debts discharged...	1,261 7 2
Debts remaining unpaid at the end of the year	830 6 10	Re-invested in stock	1,64,013 1 4
Miscellaneous receipts... ...	3,456 15 4	Rewards to authors	3,416 0 0
		Commission to vendors	11,101 6 8
		Discount to purchasers	20,951 7 6
		Packing, transit and contingent charges.	6,604 15 7
		Insurance...	2,000 0 0
		House-rent	3,773 8 10
		Stationery, postage, dead stock and printing office forms	1,480 2 10
		Salaries of the Depôt Establishment including contribution to Pension Fund and travelling allowances ...	12,940 12 10
		Contribution to establishment of the Accountant General for 1884-85 and 1885-86, including audit for 1883-84...	1,002 0 0
		Loss and irrecoverable outstandings,&c.	281 4 11
		Total Rupees ...	3,28,826 3 8
		Balance on the 31st March 1886—Cash in the Government Treasury. Rs. 41,573 2 8	
		Cash in hand 203 12 11	
		Total Rs. ... 41,776 15 7	
		Outstandings ... 6,889 3 10	
			48,666 3 6
Total ...	3,77,492 7 1	Total Rupees ...	3,77,492 7 1

The following statement shows the books, maps and apparatus purchased during the year :—

	Number of Copies.	Prime Cost.
		Rs. a. p.
Apparatus	.....	456 2 2
English books	149,301	29,010 11 9
Maráthi do.	499,583	65,615 3 9
Gujaráti do.	468,303	57,925 15 7
Kánarese do.	24,063	9,862 14 7
Hindustáni do.	8,138	1,109 1 9
Total ...	1,149,388	1,63,980 1 7

The sale-proceeds of the year show an increase of Rs. 17,021, and the investment in stock exceeded that of the preceding year by Rs. 50,674. On the other hand, the closing cash balance has fallen from Rs. 1,62,605 to Rs. 48,666. This was owing to larger investments in stock and to the repayment of a lákh of rupees to Government. The refund to Government was on account of advances made in the years ending with 1878-79. From that year the depôt has received no aid from Government, but has paid all charges out of its annual profits.

14. **Sind Depot.**—The Sind Book Depôt maintained 17 branches throughout the province, and the stock was as under :—

Receipts.	Rs. a. p.	*Disbursements.*	Rs. a. p
Balance on 1st April 1885	42,668 3 6	Value of books sold	7,972 7 0
Value of stock printed and purchased during 1885-86	6,675 11 6	Value of books written off ...	127 15 3
		Balance on 31st March 1886 ...	41,243 8 9
Total ...	49,343 15 0	Total ...	49,343 15 0

The details of the new stock are as under :—

Languages.	Number of Copies.	Value.
		Rs. a. p.
Arabic-Sindi books	26,102	5,584 7 6
Persian books	2,300	240 10 0
Hindu-Sindi books	50	10 15 0
Maps	410	706 14 0
English and Persian books	500	132 13 0
Total ...	29,362	6,675 11 6

The cash account of the Sind Depôt is as under :—

Receipts	Rs. a p.	*Disbursements.*	Rs. a p
Balance on 1st April 1885	3,798 4 6	Publication of books	5,828 11 1
Sale-proceeds...	7,972 7 0	Purchase of books, maps, &c ...	697 6 0
Miscellaneous	10 11 1	Commission..	1,117 5 11
		Contingent charges...	405 12 3
		Balance on 31st March 1886 ...	3,732 3 4
Total ...	11,781 6 7	Total ...	11,781 6 7

The depôt-keeper at Hyderabad who was reported last year was tried and convicted for fraud ; but the conviction was reversed on appeal, on the ground that the case should have been brought before a civil instead of a criminal court. The loss caused to the depôt was Rs. 1,692, and this sum was wrongly included in the sale-proceeds reported in 1884-85. Allowing for this loss I find that the sale-proceeds show a slight improvement during the year under report.

Attendance Returns.

15. The results of the expenditure on instruction during 1885-86 are shown in the following table, giving the number of schools and scholars and the average attendance, &c. :—

Institutions.	Number of Colleges and Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to the average monthly number.
Maintained by the Department.				
Colleges	7	1,043	959	·91
Forest Class	1	7	6	·85
Engineering Classes	2	96	80	·86
Agricultural do.	9	257	183	·71
Medical Schools	3	138	127	·91
School of Art	1	227	167	·73
*Drawing Classes	24	(1,468)	(1,179)	(·80)
Normal Schools for Masters	4	396	344	·86
Do. for Mistresses	2	83	69	·83
High Schools—				
Boys'	19	6,426	5,607	·87
Girls'	1	71	52	·73
Middle Schools...	26	3,674	3,193	·87
Primary Schools—				
Boys'	10	1,031	749	·72
Girls'	2	199	150	·75
Total ...	111	13,438	11,538	·85
Maintained by Local Boards.				
Agricultural Class	1	8	7	·87
Industrial School	1	125	99	·79
Middle Schools...	47	1,082	883	·81
Primary Schools—				
Boys'	3,792	202,268	147,974	·73
Girls'	119	5,963	3,600	·60
Night-Schools	97	2,512	1,529	·60
Total ...	4,057	211,958	154,092	·72
Maintained by Municipal Boards.				
Middle Schools—				
Boys'	63	2,160	1,697	·78
Girls'	1	13	8	·61
Primary Schools—				
Boys'	417	57,191	43,552	·76
Girls'	117	7,728	4,689	·60
Night-Schools	43	1,393	806	·57
Total ...	641	68,485	50,752	·74

*The figures within brackets are for children counted again under schools for general education.

Institutions.	Number of Colleges and Schools.	Average monthly number on the Rolls throughout the year.	Average daily attendance.	Ratio of average daily attendance to the average monthly number.
Maintained by Native States.				
Colleges	2	56	47	·83
Normal Schools for Masters	2	88	75	·85
Do. for Mistresses	2	12	10	·83
School of Industry	1	109	66	·60
Drawing Class	1	(315)	(291)	(·92)
High Schools	9	2,070	1,778	·85
Middle Schools...	48	2,525	2,080	·82
Primary Schools—				
Boys'	1,470	84,315	63,961	·75
Girls'	133	6,710	4,260	·63
Night-Schools	93	2,387	1,480	·62
Police Schools	2	179	68	·37
Total ...	1,763	98,451	73,825	·74
Aided by the Department or by Local or Municipal Boards.				
Colleges	3	341	311	·91
Schools of Industry	5	155	126	·81
David Sassoon's Reformatory	1	223	223	1·
Normal Schools for Masters	1	56	54	·96
Drawing School	1	(18)	(14)	(·77)
High Schools—				
Boys'	31	8,273	7,063	·85
Girls'	11	1,013	823	·81
Middle Schools—				
Boys'	65	3,567	2,951	·82
Girls'	36	1,559	1,279	·82
Primary Schools—				
Boys'	627	23,742	19,139	·80
Girls'	71	6,160	4,395	·71
Night-Schools	6	349	249	·71
Sanskrit Páthashálas	3	113	86	·90
Total ...	861	45,551	36,699	·80
Unaided Schools.				
High Schools	4	1,549	1,321	·85
Middle Schools (Boys')	16	1,392	1,138	·81
Primary Schools—				
Boys'	17	973	786	·81
Girls'	3	90	63	·70
Total ...	40	4,004	3,308	·82
Police Schools.				
Police Schools (British districts)	19	1,102	622	·56
GRAND TOTAL ...	7,492	442,989	330,836	·74
Figures for 1884-85 ...	6,726	412,914	306,290	·74

16. The next table shows the distribution of these schools throughout the Presidency, and columns 15 and 16 of the table add a rough estimate of the number of schools which do not submit returns to the department. This estimate, for which we are indebted to the officers of the Revenue Department, brings the total to 10,456 schools with 531,127 children under instruction. Out of 36,966 towns and villages 7,564 have an elementary school, and the average number of square miles to each village with a school is 24. Much of this area is barren land, and the schools are of course unequally distributed between the rich and the poor districts, but the average for the whole Presidency comes to something like one school for every group of five villages and to a distance of about five miles from one school to another. On the whole population the percentage under instruction is 2·29. For further particulars as to the number of boys and girls under instruction, the percentage of these boys and girls to the population of school-going age, and the stages of instruction they have reached, I must refer to the General Tables I., III. and V. which are printed in the Appendix to this report.

Distribution of all Schools and Colleges in the several Districts under the Government of Bombay and the States subject to administrative supervision.

Districts and Native States	Vernacular spoken	Area in Square Miles.	Estimate of Population.	Number of Schools.	Number of Scholars on the Rolls on 31st March 1886.	Percentage of Scholars to Population.	Number of Towns and inhabited Villages	Number of Villages with Schools	Average Number of Square Miles to each Village with a School.	Increase and Decrease of the Year: Schools Increase	Schools Decrease	Scholars Increase	Scholars Decrease	Number of Schools not yet recognized by the Department shown in Columns 12 and 13 of General Table I.	Number of Scholars in such Schools.	Percentage of Total Scholars in Columns 6 and 16 to Population.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a School.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
CENTRAL DIVISION																		
British Districts																		
Poona	Maráthi	5,348	900,921	395	23,006	2 55	1,185	266	20	28		1,714		102	3,557	2 94	290	18
Sholápur	Do.	4,531	583,411	245	11,162	1 91	713	185	24	32		1,015	.	78	2,060	2 27	211	21
Sátára	Do	4,988	1,062 350	278	17,155	1 61	1,143	212	24	25	.	7 2		99	1,744	1.78	299	17
Ratnágiri	Do.	3,922	997,090	188	14,272	1 43	1,297	151	26	33	..	1,562	..	191	4,265	1 86	267	15
Thána	Do.	3,875	807,367	229	13,909	1·72	1,884	175	22	31	..	390	..	82	1,886	1 90	223	17
Kolába	Do.	1,864	482,830	140	7,906	1 64	1,192	107	17	8	..	98	.	85	1,209	1·69	157	12
Bombay	Do and Gujaráti	22	773,196	218	26,819	3 47	1	1	22	28	..	2,024		137	7,776	4·48	1	22
Total	....	24,550	5,606,865	1,603	114,259	2 03	7,615	1,097	22	183		7,535	..	776	21,947	2·42	1,448	17
Native States																		
Akalkot	Maráthi and Kánarese.	498	58,040	24	1,156	1·99	105	17	29	..	.	61	.	4	90	2 12	19	26
Mudnimb Táluka (Miraj)	Maráthi	89	10,036	5	174	1 73	12	5	18	.	1	..	20		..	1 73	5	18
Mahidurgi	Do.	63	10,4 2	5	174	1 66	15	2	31	.	.	..	21			1 66	2	31
Miraj Junior (Kuroli Táluka)	Do	(Not known).	2,745	2	37	1 35	8	2	..		..	2		..		1 35	2	
Bhor	Do	1,491	145,876	20	952	0 65	477	25	60	1	..	21	..		..	0 65	22	60
Aundh	Do.	447	58,916	25	901	1·53	71	20	22			92			..	1 53	20	22
Phaltan	Do	397	58,402	17	787	1·31	72	14	28			..	52		..	1·31	14	28
Jath	Do	884	49,486	10	677	1 49	110	18	49	1	..		19	..		1 49	18	49
Jawhár	Do	534	48,558	9	241	0 48	116	8	67	2		.	10	..	.	0 48	8	67
Sávantvádi	Do,	900	174,433	56	3,425	1·96	228	51	18	6		181	.	49	901	2 42	92	10
Total	....	5,303	616,942	191	8,494	1 38	1,212	162	33	10	1	357	128	53	891	1 52	205	26
TOTAL, CENTRAL DIVISION	....	29,853	6,223,807	1,884	122,753	1 97	8,827	1,259	24	193	1	7,892	128	829	22,838	2 33	1,653	18
NORTH EAST DIVISION																		
British Districts																		
Khándesh	Maráthi	9,944	1,237,231	457	23,063	1 86	2,663	370	26	30	..	.	273	95	1,746	2·0	432	23
Ahmednagar	Do.	6,966	751,228	346	14,684	1 90	1,334	241	27	7	..	98	..	97	1,939	2·21	291	23
Násik	Do.	5,940	781,206	307	14,509	1 88	1,653	217	27	16	..	116		20	563	1 93	219	27
Total, North-East Division	....	22,850	2,769,665	1,110	52,256	1 89	5,650	828	27	53		215	273	212	4,248	2 04	942	24

Districts and Native States.	Vernacular spoken.	Area in Square Miles.	Estimate of Population.	Number of Schools.	Number of Scholars on the Rolls on 31st March 1886.	Percentage of Scholars to Population.	Number of Towns and inhabited Villages.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a School.	Increase and Decrease of the Year. Schools. Increase.	Schools. Decrease.	Scholars. Increase.	Scholars. Decrease.	Number of Schools not yet recognized by the Department shewn in Columns 12 and 13 of General Table I.	Number of Scholars in such Schools.	Percentage of Total Scholars in Columns 6 and 16 to Population.	Number of Villages with Schools.	Average Number of Square Miles to each Village with a School.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Northern Division.																		
British Districts.																		
Surat	Gujaráti	1,662	614,196	313	22,050	3·59	782	303	5	2	..	299	..	104	3,806	4·20	328	5
Broach	Do.	1,458	320,980	250	14,972	4·58	405	196	7	35	..	848	..	16	595	4·76	196	7
Kaira	Do.	1,609	804,800	251	21,007	2·63	581	194	8	25	..	435	..	38	2,448	2·91	270	6
Ahmedabad	Do.	3,821	856,824	238	19,251	2·24	802	158	24	14	..	364	..	103	4,136	2·73	210	18
Panch Mahals	Do.	1,618	255,479	89	4,891	1·91	675	63	26	14	..	377	..	22	1,124	2·25	65	25
Camp Baroda	Do.	1	4,624	4	185	4·	1	1	1	..	..	..	18	..	..	4·00	1	1
Camp Deesa	Do.	5	4,546	2	140	3·07	1	1	5	..	..	..	4	..	..	3·07	1	5
Total	....	10,164	2,866,901	1,142	82,490	2·87	2,807	916	11	90	..	2,323	22	333	12,109	3·29	1,071	9
Native States.																		
Káthiáwár Agency	Gujaráti	20,559	2,343,899	776	43,887	1·87	4,168	600	34	47	...	1,099	..	109	5,972	2·12	615	33
Rewa Kántha Do.	Do.	4,986	519,892	87	5,992	1·08	1,156	78	65	6	..	208	..	29	551	1·18	88	56
Cutch Agency	Do.	6,500	612,084	121	7,818	1·49	897	89	73	3	..	237	..	104	3,775	2·16	130	50
Surat Do.	Do.	1,220	151,132	37	2,453	1·62	379	31	39	..	2	.	208	2	42	1·65	31	39
Cambay Do.	Do.	350	86,074	7	746	0·86	85	6	58	1	..	68	..	18	807	1·80	7	50
Mahi Kántha Do.	Do.	11,049	517,485	88	5,464	1·05	1,816	81	136	6	..	542	..	14	371	1·12	93	119
Pálanpur Superintendency	Do.	8,000	576,478	39	2,477	0·42	1,108	34	235	4	..	284	..	32	816	·57	60	133
Total	....	52,613	4,737,044	1,155	68,337	1·44	9,609	917	57	67	2	2,496	208	303	12,334	1·70	1,024	51
Total, Northern Division	....	62,777	7,603,945	2,297	150,883	1·98	12,916	1,833	34	157	2	4,819	230	636	24,443	2·30	2,095	29
Southern Division.																		
British Districts.																		
Belgaum	Maráthi and Kánarese.	4,657	884,014	322	22,715	2·62	1,097	260	17	72	..	2,306	..	67	1,197	2·73	314	14
Dhárwár	Do.	4,585	882,907	523	33,605	3·86	1,285	402	11	120	..	938	..	101	1,556	3·96	498	9
Bijápur	Do.	5,757	638,493	299	13,499	2·11	1,141	207	21	60	..	1,221	..	63	786	2·23	327	17
Kánara	Do.	3,911	421,840	224	14,351	3·39	1,109	105	23	60	..	2,854	..	39	615	3·55	204	19
Total	....	18,860	2,807,254	1,368	84,170	2·9	4,612	1,094	17	312	..	7,319	..	270	4,134	3·13	1,343	14
Native States.																		
Kolhápur	Maráthi and Kánarese.	2,816	800,189	210	13,064	1·63	1,061	158	1	8	..	544	..	73	1,718	1·84	227	12
Miraj	Do.	548	100,273	44	3,175	3·11	92	33	15	4	..	262	..	9	289	3·45	44	12
Mudhol	Do.	362	52,113	23	1,011	1·93	79	17	21	1	..	...	130	10	115	2·16	27	13
Sángli	Do.	890	196,832	71	4,211	2·13	240	45	19	5	..	511	..	30	864	2·57	69	13
Savanúr	Do.	70	14,763	6	388	2·62	24	3	23	..	..	..	68	8	120	3·44	11	6
Ramdurg	Do.	140	29,570	14	1,095	3·70	88	9	15	3	..	310	..	4	52	3·87	13	10
Jamkhandi	Do.	402	83,917	41	1,618	1·92	81	25	19	7	..	..	29	15	330	2·32	40	12
Kurundvád	Do.	296	60,998	7	300	0·49	72	5	59	.	1	..	1	8	239	1·03	13	22
Total	....	5,690	1,338,705	425	24,862	1·85	1,687	297	18	28	1	1,627	228	168	3,717	2·13	444	12
Total, Southern Division	....	24,480	4,145,959	1,793	109,032	2·62	6,299	1,391	17	340	1	8,946	228	433	7,851	2·81	1,787	13
Sind.																		
British Districts.																		
Karáchi	Sindhi	14,176	478,688	96	6,707	1·3	717	53	267	9	..	578	..	170	2,608	1·9	223	64
Hyderabad	Do.	9,060	754,624	132	8,004	1·0	1,181	87	103	7	..	689	..	206	2,401	1·3	333	26
Thar and Párkar	Do.	12,729	204,844	12	1,114	0·5	70	11	1,157	..	..	88	..	23	365	0·7	39	326
Shikárpur	Do.	9,029	852,926	141	9,193	1·1	1,103	95	101	10	..	832	..	282	3,767	1·5	377	26
Upper Sind Frontier	Do.	2,769	124,181	23	890	0·7	203	17	162	1	..	6	.	78	717	1·1	95	29
Total, Sind	....	48,012	2,413,823	404	25,853	1·0	3,274	263	183	27	..	1,063	..	824	10,028	1·4	1,067	44
Aden	....	11	34,860	4	260	·74	..	..	..	..	..	9	134	30	732	2·84	..	..
Total, British Districts	...	124,147	10,490,368	5,721	359,294	2·17	24,458	4,198	29·57	665	..	19,084	420	2,495	53,198	2·50	5,891	21
Total, Native States	....	63,536	6,692,691	1,771	101,693	1·51	12,508	1,376	46·17	105	4	4,480	564	519	16,942	1·77	1,673	37
Grand Total	....	187,683	23,192,059	7,492	460,987	1·98	36,966	5,574	33·67	770	4	23,564	993	2,964	70,140	2·29	7,564	24

17. The next table gives the increase of schools and scholars for the year under report :—

Institutions.	Number of Schools at the end of the year.				Number of Scholars at the end of the year			
	1884-85.	1885-86.	Increase.	Decrease.	1884-85.	1885-86.	Increase.	Decrease.
Maintained by the Department.								
Colleges	6	7	1	...	1,256	1,173	...	83
Forest Class	1	1	...	...	5	11	6	...
Engineering Classes	1	2	1	...	21	109	88	...
Agricultural Classes	9	9	...	...	56 (289)	45 (291)	(2)	11
Medical Schools	3	3	...	...	164	155	...	9
School of Art	1	1	...	...	251	227	...	24
Drawing Classes	21	24	3	...	(1,340)	(1,534)	(194)	...
Normal Schools for Masters	4	4	...	...	425	446	21	...
Do. for Mistresses ...	2	2	...	...	90	84	...	6
High Schools, Boys'	19	19	...	...	6,565	6,782	217	...
Do Girls'	1	1	...	...	62	69	7	...
Middle Schools	29	26	...	3	4,068	3,756	...	312
Primary Schools, Boys'	7	10	3	...	832	997	165	...
Do. Girls'	1	2	1	...	82	214	132	...
Total ...	105	111	9	3	13,877	14,068	636	445
Maintained by Local Boards.								
Agricultural Class	1	1	...	...	7	9	2	...
Industrial School	1	1	...	...	92	155	63	...
Middle Schools	108	47	...	61	3,409	1,186	...	2,223
Primary Schools, Boys'	3,777	3,792	15	...	259,076	212,516	...	46,560
Do. Girls'	200	119	...	81	13,189	6,300	...	6,889
Night-Schools	99	97	...	2	2,824	2,642	...	182
Total ...	4,186	4,057	15	144	278,597	222,808	65	55,854
Maintained by Municipal Boards.								
Middle Schools, Boys'	...	63	63	...	...	2,221	2,221	...
Do. Girls'	...	1	1	...	...	17	17	...
Primary Schools, Boys'	17	417	400	...	2,729	57,667	54,938	...
Do. Girls'	7	117	110	...	416	8,197	7,781	...
Night-Schools	...	43	43	...	...	1,381	1,381	...
Total ...	24	641	617	...	3,145	69,483	66,338	...
Maintained by Native States.								
Colleges	1	2	1	...	47	68	21	...
School of Industry	1	1	...	...	43	104	61	...
Normal Schools for Masters	2	2	...	...	88	87	...	1
Do. for Mistresses ...	1	2	1	...	8	13	5	...
Drawing Class	...	1	1	...	...	(324)	(324)	...
High Schools, Boys'	8	9	1	...	1,837	2,169	332	...
Middle Schools	47	48	1	...	2,537	2,768	231	...
Primary Schools, Boys'...	1,398	1,470	72	...	83,531	86,185	2,654	...
Do. Girls'...	120	133	13	...	6,306	6,921	615	...
Night Schools	83	93	10	...	2,375	2,411	36	...
Police Schools	3	2	..	1	166	154	...	12
Total ...	1,664	1,763	100	1	96,938	100,880	3,955	13
Aided by the Department or by Local or Municipal Boards.								
Colleges	2	3	1	...	233	433	200	...
Schools of Industry	4	5	1	...	166	180	14	...
David Sassoon's Reformatory ...	1	1	...	...	221	226	5	..
Normal Schools for Masters	1	1	...	...	54	59	5	...
Drawing Class	1	1	...	...	(12)	(14)	(2)	...
High Schools, Boys'	29	31	2	...	7,934	9,052	1,118	...
Do Girls'	11	11	...	...	1,048	1,016	...	32
Middle Schools, Boys'...	50	65	15	...	2,959	3,820	861	...
Do. Girls'	36	36	...	...	1,692	1,689	...	3
Primary Schools, Boys'	455	627	172	...	19,941	25,200	5,259	...
Do. Girls'...	72	71	...	1	5,724	6,327	603	...
Night-Schools	5	6	1	...	339	324	...	15
Sanskrit Páthashálas	2	3	1	...	71	124	53	...
Total ...	669	861	193	1	40,382	48,450	8,118	50

Institutions.	Number of Schools at the end of the year.				Number of Scholars at the end of the year.			
	1884-85.	1885-86.	Increase.	Decrease.	1884-85.	1885-86.	Increase.	Decrease.
Unaided.								
High Schools	4	4	...	...	1,397	1,553	156	...
Middle Schools	8	16	8	...	691	1,438	747	...
Primary Schools, Boys'	34	17	...	17	2,013	1,163	...	850
Do. Girls'	2	3	1	...	153	104	...	49
Night Schools...	1	...	...	1	35	...	...	35
Total ...	49	40	9	18	4,289	4,258	903	934
Maintained by other Departments.								
Police Schools...	29	19	...	10	1,188	1,040	...	148
GRAND TOTAL ...	6,726	7,492	943	177	438,416	460,987	80,015	57,444

18. The following return shows the increase and decrease in different grades of schools :—

Institutions.	Number of Schools at the end of the year.			Number of Scholars at the end of the year.			
	1884-85.	1885-86.	Increase.	1884-85.	1885-86.	Increase.	Decrease.
Colleges	9	12	3	1,536	1,674	138	...
Medical Schools	3	3	...	164	155	...	9
Agricultural Classes	10	10	...	(289) 63	(291) 54	(2)	9
Forest Class	1	1	...	5	11	6	...
School of Art	1	1	...	251	227	...	24
Drawing Classes	22	26	4	(1,352)	(1,872)	(520)	...
Technical Schools	8	10	2	543	774	231	...
Normal Schools	10	11	1	665	689	24	...
High Schools, Boys'	60	63	3	17,733	19,556	1,823	...
Do. Girls'	12	12	...	1,110	1,085	...	25
Middle Schools, Boys'	241	265	24	13,653	15,189	1,536	...
Do. Girls'	37	37	...	1,703	1,706	3	...
Primary Schools, Boys'...	5,908	6,593	685	375,049	391,680	16,631	...
Do. Girls'	402	445	43	25,870	28,063	2,193	...
Sanskrit Páthashálas	2	3	1	71	124	53	...
Total ...	6,726	7,492	766	438,416	460,987	22,638	67

19. The net result of the year is as follows :—

	Schools.		Scholars.	
	Increase.	Decrease.	Increase.	Decrease.
Institutions maintained by the Department ...	6	...	191	...
Do. do. by Local Boards ...	...	129	...	55,789
Do. do. by Municipal Boards ...	617	...	66,338	...
Do. do. by Native States ...	99	...	3,942	...
Do. aided by the Department or by Local or Municipal Boards	192	...	8,068	...
Unaided Institutions	...	9	...	31
Institutions maintained by other Departments...	...	10	...	148
Total ...	914	148	78,539	55,968
Deduct—Decrease...	148	...	55,968	...
Net Increase ...	766	...	22,571	...

The report for 1884-85 spoke of pressing invitations to enlarge our secondary schools and took credit to the Department for resisting such temptations. I have been in charge of the Department since May 1872, and am unconscious

of any temptations, but I have been aware of several pressing invitations from Government to practise economy. This economy has been practised in the first place on the higher Government institutions for general education. A notable instance occurred in 1875 when the Elphinstone College gave up a valuable Professorship in favour of the College of Science. And the Government schools for secondary education have year by year been cut down as far as possible. In proof of this I give below the number of our secondary schools in 1871-72 and in 1884-85 :—

	Secondary Schools.			
	Number of Schools.		Average monthly number of Scholars on the Rolls.	
	1871-72.	1884-85.	1871-72.	1884-85.
Government.				
*High	15	19	2,818	5,985
Middle	44	29	4,191	3,831
Total ...	59	48	7,009	9,816
Aided.				
*High	19	40	3,518	8,652
Middle	25	86	2,328	4,268
Total ...	44	126	5,846	12,920

* Some of the High Schools in 1871-72 and most of them in 1884-85 had middle classes.

It was not until 1876, after the Government Arts Colleges and secondary schools had been clipped in every possible way, that the aided schools for secondary education were touched by Government, and then it had become a question between the three or four large cities and the Mofussil towns. The schools that were removed from my list were schools in cities like Bombay, Poona and Surat, and Government was obliged to do this, or to take away from the country-people the only schools within their reach. Of the schools that were removed from my list, some that were always inefficient died out, but those that were worth any thing have survived and flourish to this day.

The cost of the Government schools in the two years was as under :—

Year.	Cost of Government Secondary Schools.					
	Provincial Funds.	Local Cess.	Fees.	Municipal Grants.	Subscriptions, &c.	Total.
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
1871-72	1,49,451	*23,632	89,772	13,297	18,487	2,94,639
1884-85	1,34,218	† 2,867	1,73,035	23,912	10,720	3,44,752

* Includes some expenditure on scholarships.

† The whole sum was for scholarships.

I have no time to pick out the cost of the second grade or district classes in 1871-72, but the figures there would be still more favourable, as in 1884-85 Government and Local Boards contributed Rs. 6,964 only out of a total expenditure on these classes of Rs. 34,041. The figures I have given are ample to prove my point. In the 13 years the number of aided schools was nearly trebled and the attendance rose from 5,846 to 12,920, while the number of Government schools was reduced and there was a comparatively small increase in the attendance. In the same period the grants by results and the fixed grants to aided schools (including grants to primary schools but excluding building and other extraordinary grants) rose from Rs. 72,221 to Rs 1,50,409, while the Government expenditure on Provincial schools fell from Rs. 1,49,451 to Rs. 1,34,218 and the Local Cess expenditure on the same schools was reduced from Rs. 23,632 to Rs. 2,867. This saving to Government and to District Funds has not prevented us from effecting a vast improvement in the teaching staff and in the school apparatus and furniture. The cost of these improvements

was met by the fee receipts which rose from Rs. 89,772 to Rs. 1,73,035 and by voluntary payments, municipal grants and subscriptions, &c., which rose from Rs. 31,784 to Rs. 34,632. The increase of the fee receipts in Government schools is acknowledged to be the most effective way for the encouragement of private enterprise, and I have taken every opportunity of increasing our rates to a reasonable figure, while in 1874 and 1875 I reduced the number of free students first from 20 to 10 and afterwards from 10 to 5 per cent. of the number on the rolls. These changes in the rules and the abolition or reduction of many of the Government middle schools were accepted by the native community without protest, because they knew that the department was honestly doing its best with the limited funds that Government placed at its disposal.

The University.

20. The principal events in the history of the University during the year are described in the Registrar's report to the Senate :—

"The Gujarát College and the Bhávnagar Sámaldás College, which were recognized for the purposes of the Previous Examination only, have been now recognized for the purposes of all the examinations for the Degree of B.A. for a space of three years. The public interest in higher education and the confidence reposed in this University have during the past year, as in all previous years in the history of the institution, been manifested by conspicuous additions to the list of benefactions. In this connection the Syndicate have peculiar pleasure in noting the generous gift of His Highness the Thákor Sáheb of Gondal, Fellow of the University, of a sum of Rs. 6,000, Rs. 1,000 of which is to be spent at once and the interest of the balance from time to time in forming a collection of the ancient records of the literature of India to be deposited in the University Library, and known as the "Thákor Sáheb of Gondal's collection of Sanskrit Manuscripts." This endowment was accepted with the best thanks of the Senate: and a beginning has been made—by the purchase of a valuable palm-leaf manuscript of the Uttarádhyayanatíká and several vedic books, with the formation of a collection, which the Syndicate trust will be a great and growing benefit to Sanskrit studies in Bombay. The Senate have accepted with their best thanks the offer of Rs. 3,000, in Government 4 per cent. Promissory Notes from the Memorial Fund of the late Majmudár Manishankar Kikáni of Káthiáwar, for the foundation of a scholarship to be called "The Majmudár Manishankar Kikáni Sanskrit Scholarship." The Senate have also accepted with their best thanks the offers from Mr. Haridás Veháridás Desái of Nadiád of Rupees 3,600 and Rs. 7,200 in Government 4 per cent. Promissory Notes for the foundation of scholarships to be respectively called "The Bhávnagar Percival Scholarship" and "The Bháu Sáheb Desái Scholarship."

21. The results of the entrance examination will be noticed later on. For the higher examinations of the University the Registrar has compiled the following table :—

Nature of Examination.	Number of Colleges sending Examinees.				Number of Examinees from				Number passed from				Race or creed of passed Scholars.					
	Government.	Aided.	Native State.	Total.	Government Colleges.	Aided Colleges.	Native State Colleges.	Total.	Government Colleges.	Aided Colleges.	Native State Colleges.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Mahomedans.	Pársis.	Jews.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
Arts.																		
Master of Arts	2	1	..	3	9	1	..	10	2	1	..	3	..	..	2	..	1	..
Bachelor of Arts ..	2	2	..	4	81	11	..	92	59	10	..	69	2	..	57	..	10	.
B. Sc.	3	..	..	3	3	.	..	3	3	..	..	3	..	..	2	..	1	.
First B.A.	3	2	1	6	172	60	14	246	69	18	7	94	1	1	65	3	23	1
First B. Sc.	2	..	..	2	2	..	..	2	2	..	..	2	..	..	1	..	1	.
Previous Examination.	3	3	3	9	232	173	82	487	64	66	12	142	..	2	102	1	36	1
Law.																		
Bachelor of Laws ..	1	..	..	1	36	..	..	36	17	..	..	17	..	..	16	..	1	..
Medicine.																		
L.M. & S.	1	..	..	1	48	..	..	48	28	..	..	28	..	4	10	1	13	
Second L.M. & S. ..	1	..	..	1	12	..	..	12	11	..	..	11	2		2	.	6	1
First L.M. & S. (Old system)	1	..	..	1	77	..	..	77	47	..	..	47	..	3	13	1	30	..
First L.M. & S. (New system)	1	..	..	1	71	..	..	71	50	..	..	50	3	3	25	1	17	1
Engineering.																		
L.C.E...	1	...	..	1	20	..	..	20	13	..	..	13	..	..	12	..	1	.
First L.C.E.	1	..	..	1	23	..	..	23	14	..	..	14	..	..	13	..	..	1
Total ..	6	3	3	12	786	245	96	1,127	379	95	19	493	8	13	320	7	140	5

These figures are not so good as those of the previous year when more than half of the candidates passed, or 432 out of 848. The falling off is general throughout the examinations in Arts except in the First Examination for the Bachelor's Degree where the number has risen from 69 to *94 in the Arts course and is unchanged in the Science course. Elsewhere the numbers have fallen from 9 to 3 Masters of Arts, from 83 to †69 Bachelors of Arts and from 4 to 3 Bachelors of Science; while in the Previous Examination there is a drop from 164 to 142. In Law the number of Bachelors has risen from 13 to 17, and in Medicine the number of Licentiates has risen from 23 to 28, while the number that passed the lower examination is 108 against 32. But a large part of this last increase is due to the institution of a new examination, and this year there was no candidate for the Doctor's degree. In Civil Engineering the number of Licentiates has risen from 7 to †13; but the number that passed the first examination has fallen from 25 to 14.

Arts Colleges.

22. The statements published by the University show the position of each College in respect of the annual examination, and I give these statements before noticing the reports of the Principals :—

Previous Examination.

Colleges.	Number of Candidates sent up	Number of successful Candidates.
Elphinstone College	119	34
Deccan College	91	21
Free General Assembly's Institution, Bombay	73	21
St. Xavier's College	50	28
Gujarát College, Ahmedabad	22	9
Rájárám College, Kolhápur	41	4
Baroda College	23	5
Fergusson College, Poona	50	17
Bhávnagar Sámaldás College	18	3
Total ...	487	142

First Examination for the Degree of B.A.

Colleges.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone College	92	43
Deccan College	65	23
Free General Assembly's Institution, Bombay	29	5
St. Xavier's College	31	13
Gujarát College, Ahmedabad	15	3
Rájárám College, Kolhápur	14	7
Total ...	246	94

* Fifty selected Sanskrit as their second language, 15 Latin, 28 Persian and 1 Hebrew; 8 passed in the second class.

† Fifty-two selected Sanskrit as their second language, 4 Latin and 13 Persian. In the selected groups 20 passed in Language and Literature, 29 in History and Political Economy, 4 in Logic and Moral Philosophy, 2 in Mathematics and 14 in Natural Science; 1 passed in the first class and 24 in the second class.

‡ In the selected subjects 6 passed in Mining and Metallurgy, 4 in Optics and Astronomy, 1 in Mechanical Engineering, 1 in Botany and Meteorology, and 1 in Architecture; 5 were placed in the second class.

Second Examination for the Degree of B.A.

Colleges.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone College	44	31
Deccan College	37	28
Free General Assembly's Institution, Bombay	5	5
St. Xavier's College	6	5
Total ...	92	69

In the First Examination for the Degree of B.Ss. there were 2 candidates who passed the examination from the College of Science and 1 from Elphinstone College ; one of them was placed in the second class.

In the Examination for the Degree of B.Sc there were three candidates who passed the examination; 1 of them was placed in the first class and 1 in the second class ; 1 was from Elphinstone College, 1 from Grant Medical College, and 1 from the College of Science, Poona.

In the Examination for the Degree of M. A. in Languages, there were 4 candidates who failed to pass the examination.

In the examination for the Degree of M.A. in Mathematics, there were 4 candidates, of whom 2 passed the examination ; 1 was from Elphinstone College and 1 from Deccan College; 1 of them was placed in the second class.

In the examination for the Degree of M.A. in Natural Sciences, there were two Candidates, one of whom passed the examination in the first class from the Free General Assembly's Institution, Bombay.

23. **Elphinstone College.**—The returns for the Elphinstone College are as under.—

Years.	Average Daily Attendance.	Average Monthly Number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1883-84	230	235	274	24,241
1884-85	225	235	268	26,021
1885-86	235	249	258	26,337

The returns for the University examinations are :—

Examinations.	1883-84.		1884-85.		1885 86.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed
Previous Examination ...	114	38	132	60	119	34
1st B. A. do ...	68	41	70	30	92	43
B. A. do. ...	60	39	63	45	44	31
M. A. do. ...	2	1	7	6	6	1
1st B.Sc. do. ...	1	...	1	1	1	1
2nd B.Sc. do. ...	2	1	3	3	1	1
	247	120	276	145	263	111

The number of freshmen admitted during the year has fallen from 124 and 125 to 100, but the number of students in the senior classes is very large, as there are now 60 students reading for the First Examination for the Degree of Bachelor of Arts, 51 reading for the final examination, and 12 for the Degree of Master of Arts. An extract from the report of the Principal will be found in Appendix A.

24. **Deccan College.**—The returns for the Deccan College are as under :—

Years.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1883-84	148	150	179	8,622
1884-85	148	170	210	9,173
1885-86	138	160	190	10,689

The examination returns were as under :—

	1883-84.		1884-85.		1885-86.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	64	36	84	33	91	21
1st B.A. do. ...	45	30	56	24	64	23
2nd B.A. do. ...	17	16	27	23	37	28
Old B.A. do. ...	14	12	4	...	...	...
M.A. do. ...	1	...	4	2	3	1
Total ...	141	94	175	82	195	73

The results obtained in the examination for the Degree of B.A. were very good, but in the other examinations the figures were less favourable. The Deccan like the Elphinstone College is in need of an additional Professor, and in the year under report the Deccan College suffered from frequent changes in the staff. An extract from the Principal's report will be found in Appendix B.

25. **Gujarat College.**—The returns for the last three years are as under:—

Years.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1883-84	22	25	39	1,710
1884-85	35	40	44	2,385
1885-86	51	56	92	4,020

The examination returns are :—

Examinations.	1883-84.		1884-85.		1885-86.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination... ...	18	7	24	9	22	9
1st B.A. do.	...	...	7	...	13	3

An extract from the Acting Principal's report is given in Appendix C. Mr. Dalál and his colleagues have worked with great industry and enthusiasm during the year, and their work has been lightened by the separation of the College classes from the High School and by the appointment of a Teacher of Persian. But Mr. Dalál himself is still overworked by the double duty which

he performs in the High School and College, and it is absolutely necessary that a Head Master should be appointed to take charge of the High School.

26. **Free General Assembly College, Bombay.**—The returns for the year show a very large increase :—

Years.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1883-84	38	41	57	1,436
1884-85	75	81	122	4,068
1885-86	126	137	161	6,893

The returns for the University Examinations are :—

Examinations.	1883-84.		1884-85.		1885-86.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	33	10	37	15	75	21
1st B.A. do. ...	10	6	11	2	28	5
2nd B.A. do. ...	4	4	5	3	6	5
B.A. old system do. ...	4	1	2	...	...	...
M.A. do. ...	...	...	...	...	1	1
2nd B.Sc. do. ...	1	1	...	...	...	...
Total ...	52	22	55	20	110	32

Dr. Mackichan's remarks on the history of the year will be found in Appendix D. The College staff has been reinforced by the arrival of a Professor of Biology and Chemistry, and the revised Grant-in-aid Rules have encouraged the authorities to sanction the appointment of a Professor of History and Political Economy. The Chancellor's Gold Medal was awarded to a pupil of the College who obtained a first class in the examination for the M. A. degree ; and two Pársi ladies are now studying for the B.A. Examination with the view of ultimately proceeding to the Medical degree.

27. **St. Xavier's College.**—The figures for St. Xavier's College are :—

Years.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1883-84	76	82	94	6,213
1884-85	79	97	111	6,240
1885-86	103	108	139	9,070

The examination returns are :—

Examinations.	1883-84.		1884-85.		1885 86.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination ...	43	7	38	27	50	28
1st B.A. do. ...	21	13	13	6	31	13
2nd B A. do. ...	2	3	14	12	6	5
B.A. old system do. ...	1	1	...	...	...	...
M.A do. ...	1	1	1	1	...	..
2nd B.Sc. do. ...	...	...	1	1	...	...
Total ...	70	25	67	47	87	46

28. **The Fergusson College, Poona.**—The Fergusson College owes its origin to the growth of the New English School which was founded in 1880 by the late Mr. V. K. Chiplunkar, the son of a learned and valued officer of the Educational Department. Messrs. B. G. Tilak and M. B. Námjoshi were from the first associated with Mr. Chiplunkar in his attempt to cheapen and extend education, and they were afterwards joined by Mr. V. S. Apté and four other graduates who desired to devote their lives to the work. The success of the New English School led the managers to take a further step forward, and in October 1884 they called a meeting of gentlemen who were known to sympathize with private enterprise in education. This meeting formed itself into the Deccan Education Society, and placed itself under a Council consisting of seven new members and of the seven surviving promoters of the original school. Sir William Wedderburn, Bart. was elected Chairman and Dr. Bhandárkar Vice-Chairman of the Council, and H. H. the Mahárája and H. H. the Regent of Kolhápur became President and Vice-President of the Society. The Council soon resolved to establish a College and to call it "The Fergusson College" so as to mark their appreciation of the interest which His Excellency the Governor took in the cause of private enterprise generally and in the prosperity of their school in particular. The College was recognized by the University in the Faculty of Arts for the purposes of the Previous Examination in December 1884, and has received large support both from Government and from the public. The sums subscribed up to date for the permanent endowment of the College and for the establishment of scholarships amount to Rs. 84,000; and Government has promised a handsome contribution for the erection of a suitable building, the corner-stone of which was laid by His Excellency the Right Honourable Sir James Fergusson on the 5th of March 1885.

The results of the University Examination were given above and the returns of the College are as under:—

Year.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls on 31st March.	Fee Receipts.
				Rs.
1885-86...	82	95	133	4,860

29. **The Rajaram College, Kolhapur.**—The returns for the year are as under:—

Years.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1883-84...	31	31	38	1,880
1884-85...	37	38	47	2,325
1885-86...	28	29	21	1,362

The examination returns are:—

Examinations.	1883-84.		1884-85.		1885-86.	
	Number sent up.	Number passed.	Number sent up.	Number passed.	Number sent up.	Number passed.
Previous Examination... ...	29	12	30	12	41	4
1st B.A. do.	9	5	14	7	14	7

The College suffered from the absence of the Principal, Mr. Candy, who was obliged to take 8 months' leave on medical certificate. Additional reasons for the falling off in numbers and in University success will be found in the extracts

from the College reports which are printed in Appendix E. The extracts also give some interesting particulars regarding the Rájárám College and School, and an account of a Scientific Exhibition which was kept open for 6 days and attracted more than 12,000 visitors.

30. The examination returns for the Sámaldás College have been shown above and the attendance returns are as under :—

Year.	Average daily attendance.	Average monthly number on the Rolls.	Number on the Rolls at the end of the year.	Fee Receipts.
				Rs.
1885-86...	19	27	47	840

PROFESSIONAL COLLEGES AND SPECIAL SCHOOLS.

31. **Law School, Bombay.**—The fee-receipts have risen from Rs. 5,657 to Rs. 5,700, but there is a slight falling off in the number on the rolls at the end of the year :—

	March 1885.	March 1886.
Senior students	43	49
Junior do.	53	54
Jurisprudence Class	84	70
Total ...	180	173

Mr. Fox, Perry Professor of Jurisprudence, obtained leave of absence in March, and was succeeded by Mr. R. D. Sethna. On the examination results of the year Mr. Sethna reports as follows :—

"The annual examination of the Jurisprudence Class was held as usual by Mr. Newcome Fox at the Elphinstone College. Sixty-three candidates presented themselves for this examination on the day fixed for the purpose, of whom 43 successfully passed the examination. The annual Government prize of Rs. 100 was awarded to Mr. Desai Gulabhai Vasonji, B.A., of Elphinstone College, who obtained the highest number of marks at the Jurisprudence Examination. Thirty-six candidates presented themselves for the LL.B. examination held during the month of November 1885, of whom 17 passed the examination. Of these 3 have been placed in the First Class."

32. **Poona Law Class.**—The Poona class was opened in January 1885, and Ráo Bahádur M. G. Ranade, M.A., LL.B., was appointed Lecturer. In May Mr. Ranade was succeeded by Mr. Venkatrao Ramchandra. The class was attended by 64 students and fees were collected amounting to Rs. 998. Mr. Venkatrao Ramchandra reports that 29 students appeared at the annual examination in December and that all but one passed the examination.

33. **Grant Medical College.**—The returns for the Grant College are as under :—

	31st March 1885.	31st March 1886.
Graduates and Under-graduates—		
Men	277	234
Women	2	4
Candidates in Certificated Practitioners Class for women ..	15	14
Military Pupils	76	44
Total ...	370	296

The annual report of the Principal (Appendix F) gives an interesting sketch of the history of the College from its foundation in 1845. I may add that at first students had to be attracted by a liberal provision of scholarships and prizes

and that education was given gratuitously as late as 1872, when I obtained the permission of Government to levy fees at half the rates which the Principal had more than once proposed to impose. The full rates which the Principal recommended were sanctioned in 1874 and the fee-receipts have risen to Rs. 26,760 in 1884-85 and Rs. 26,880 in the year under report.

The College has received two new endowments founded in memory of a former pupil, and Dr. Cook mentions with gratitude the magnificent gift of Mr. Harkisondás Narotamdás who has offered a lákh of rupees for the building of a new Hospital for women and children. Government too has been generous to the College, and sanction has been given for an important extension of the buildings and for some additions to the teaching staff. A satisfactory account is given of the work of the year. Fifty senior students went up for their Degree and 28 passed—eight in the first and 20 in the second class. For the First and Second Examinations under the old system there were 107 candidates, and 47 passed fully, five of them in the first class: while 23 passed the First Examination only. For the Second Examination under the new system there were 12 candidates, and eleven passed, one being placed in the first class: while for the First Examination there were 50 candidates, and 27 passed, four in the First Class. Among the Military pupils 14 were found to be qualified for the grade of Sub-Assistant Apothecary; and two English women, the wives of soldiers, were under instruction for 6 months and finally qualified for certificates as nurses and trained midwives. One apothecary passed the examination for the grade of Assistant Surgeon, and five Assistant Surgeons qualified for promotion to a higher grade. Of the new class for women, Dr. Cook gives a favourable account:—

"There were 17 members of this class at the commencement of the Session; two however have left, one in September last, and the other on sick certificate, in November. Of the remaining 15, two, *viz.* Miss Annie Wulke and Miss L. R Cooke, are Under-graduates of the Bombay University, and are respectively attending the 3rd and 2nd years' classes. Their success in the terminal examinations of the College continues to be marked and satisfactory, the former holding the 3rd rank in the class consisting of 48 matriculated students and gaining a scholarship, value Rs. 1 † per month; and the latter being 7th in rank in a class consisting of 50 students. There have been 3 fresh admissions, of whom two are matriculated students. The total number therefore attending the class is now 18."

The number of freshmen who joined the College class was five more than in the previous year, and the falling off in the number on the rolls is due to the withdrawal of students about the time the University Examinations were due. In the Bengal Presidency the entrance standard for the Calcutta Medical College has since 1874 been fixed at the First Arts Examination of the Calcutta University; but at Lahore the preliminary test for entrance into the Government Medical School is the University Entrance Examination Standard, as it is supposed that education is not sufficiently advanced in Northern India to justify Government in restricting its medical education to persons who have passed the First Arts Examination. In Bombay the entrance standard is the same as that at Lahore, but a proposal was recently brought forward to raise the standard so as to ensure a better general education on the part of medical students before they enter upon their special study of medicine, and thereby to place them in a better position to benefit by that special study. The Senate of the University of Bombay has rejected this proposal, but Government has now ruled that it is necessary to distinguish between the case of those students who before entering on their medical studies have either taken a University Degree or passed the Previous Examination in Arts, and of those who have not so qualified. In the former case the age for entrance into the Government Service as Assistant Surgeons has been raised to 28 years, while in the latter case the limit remains 25 years as at present.

34. **Medical Schools.**—The Government expenditure was Rs. 13,484 at Poona, Rs. 12,893 at Ahmedabad, and Rs. 9,741 at Hyderabad; and against this total expenditure of Rs. 36,118 there were fee-receipts amounting to Rs. 621 in Ahmedabad and Rs. 30 in Poona. The average attendance of pupils in the three schools was 155 against 164 in the previous year.

At Poona the average attendance has fallen from 45 to 37, and 11 students of the third-year class passed the final examination. Of the 11 who passed, 8 were Native Medical Pupils of the Civil Department, one was a stipendiary student, and two were sent up by Kolhápur. At Ahmedabad the average at-

tendance has risen from 58 to 61, and 16 senior students passed for promotion. At Hyderabad the average attendance has risen from 28 to 29 and 12 senior students passed out of the school. Six of those were sent to Military duty and five were taken into Government employ in the Civil Department, while the twelfth man intends to practise in Sind under the auspices of the Brahmo Samaj.

35. **College of Science, Poona.**—The figures for the different classes were as under :—

	1884-85.	1885-86.
University Department	102	116
Agricultural Department	46	38
Forest Department	5	11
Mechanical Department	82	90
Total ...	235	255

Dr. Cooke was fortunate in keeping his staff of teachers nearly unchanged throughout the year. He writes :—

"The only changes which occurred in the College staff during the year were caused by Mr. Nanabhoy Ardesir Moos, L.C.E., First Master, taking leave to Europe* * * * * Mr. Moos left with the intention of taking the B.Sc. Degree in the University of Edinburgh. He has, I am happy to say, succeeded in obtaining this degree and has also obtained the Diploma in Agriculture of the Highland Agricultural Society."

University Classes—The University Department consists of the Engineering classes and of the Science Branch. The fees collected in these two Departments rose from Rs. 4,827 to Rs. 5,872. From the science branch—

"One candidate presented himself for the Second B.Sc. Examination at the University of Bombay and passed in the 2nd class and one appeared for the First B.Sc. Examination and passed the examination."

Of the Engineering Department Dr. Cooke gives a good account :—

"Twenty students appeared for the L.C.E. Degree of whom 13 passed, 5 in the second class and 8 in the pass class. Twenty-three students appeared for the F.C.E. Examination, of whom 14 passed, 2 in the first class, 7 in the second class and 5 in the pass class. Pupils continue to attend in increased numbers from Hyderabad Deccan. I have had a correspondence with the Director of Public Instruction of the Nizám's Dominions regarding the establishment of stipends by the State to be held by pupils attending this College. Stipendiary pupils from Mysore now number 6. One of them passed the examination for the B.Sc. Degree in the second class at the Bombay University Examination."

Forest and Agricultural Classes.—All but one of the students in these classes have passed the entrance examination of the University, but no fees have as yet been levied.

"**Agricultural Class.**—This class consists of 38 members. Sixteen candidates presented themselves at the final examination, of whom 13 passed Proposals have been laid before the University for the establishment of a Degree of Science in Agriculture, but the question is still '*sub judice*.' I have every hope that this will be established before next year. I attach herewith a copy of some notes made by me and sent to the University on the subject of agricultural education as carried out by Universities and institutions in America and the Continent, and I think a modern University like that of Bombay should rather shape its policy by these than by the older Universities of Great Britain. The herbarium grows rapidly and will soon require additional space. This however is the state of most of the departments and subdepartments of the College. The College buildings are altogether too small for the proper accommodation of the students and the accessories to teaching, so that enlargement has become a necessity. I spent a month on the Ceylon hills during last cold weather vacation and obtained a tolerably fair collection of Ceylon plants during my holiday trip. The botanical garden next the College progresses satisfactorily. The Veterinary Hospital, the building of which was stopped last year, will, I believe, be put in hand next month. I anticipate good practical results from its establishment, while the cost of its maintenance will be very small. Mr. J. Kettle, Veterinary Surgeon, who lectured to the Agricultural Classes on veterinary subjects for the past two years, has left India. His place has been filled by Mr. Pottinger, V. S. As soon as the hospital is completed, an assistant will be entertained who will live on the premises and look after the patients in the hospital under the direction of the Veterinary Surgeon. The intention is to treat the cattle of the neighbouring districts *gratis* and thereby obtain the means of clinical instruction for the Agricultural Class pupils. I cannot better

report on the work done during the year on the College Farm than by attaching Mr. Woodrow's report *in extenso*. Mr. Woodrow has recently made a series of most valuable experiments on sugarcane, and the result of his investigations embodied in his report will be valuable to those interested in sugarcane cultivation."

Forest Class—"This class consists of 11 members, 9 of whom have been selected by the Conservators, and sent to the College, the remaining 2 having been sent by the Cutch Darbár. Of the 9 selected members 2 were sent by the Conservator of Forests, Northern Circle, 2 by the Conservator of Forests, Sind Circle, and 5 by the Conservator of Forests, Southern Circle. Mr. Shuttleworth, Conservator of Forests, Northern Circle, was good enough to arrange that one of the Subordinate Forest Officers who was in Poona during the rains should deliver lectures on Forestry to the College classes. This was a most valuable addition to the instruction imparted at the College, supplying in fact one great want which had been felt as regards the class. Mr. T. B. Fry has been deputed by Government to undertake this duty for the classes during the present year, and is now lecturing to the class three times weekly."

On the lower departments of the College and on the general history of the year I quote Dr. Cooke's remarks in full:—

Workshops and Sub-overseer Class.—"The average numbers on the rolls of the Apprentice and Sub-overseer classes throughout the year was 73·5, and the average daily attendance 64·3. The numbers on the roll of the Apprentice Class at the close of the year were 72 against 67 in the previous year, and in the Sub-overseer Class 18 as against 15. So that the two classes had a total of 90 on the rolls on the 31st March, being an increase of 8 over the previous year. In consequence of the steady increase in the number of apprentices and with the view of making the industrial education given in the College Workshops as complete as possible, it was recommended some time ago that a considerable increase should be made to the workshop staff. I am glad to be able to report that in accordance with the recommendation Government have recently sanctioned the appointment of a Draftsman, a Pattern-maker, a Foreman Turner, Moulder and Blacksmith. Sanction has also been obtained for an extension of the Carpenter's shop. These concessions cannot fail to give an impetus to the workshops and at the same time greatly to increase the efficiency of the instruction given therein. The workshops felt somewhat the financial pressure which had the effect of stopping many of the works which otherwise would have been executed in Poona; however, I am glad to say that the shops worked at a profit during the year, the payments into the Treasury being Rs. 775-0-4 in excess of the withdrawals therefrom. Nineteen apprentices completed their course in the workshops, of whom 4 left and obtained employment, while 15 appeared for the entrance examination of the Sub-overseer Class in the College of whom 12 passed and are now studying for the examination which qualifies for the Sub-overseer's grade of the Public Works Department.

"The Sub-overseer Class at the close of the year consisted of 15 students. The final examination of the class was held in January, and I have to thank Messrs. Narso Ramchandra Godbole, Secretary, Poona Municipality, Gangadhar Vinayek Mehendale, Pensioned Sub-Engineer, Damodar Janardan Gokhale, Pensioned Accountant, Narayen Babaji Joshi, L C.E, Pensioned Local Fund Engineer, and Shankar Shripat Deshpande, Overseer, 1st Grade, Public Works Department, for their assistance in conducting the examination of the class. Six candidates were declared by the Examiners to have passed the examination, and most of these have since obtained employment.

General.—"The new Practical Chemistry Room was taken possession of during the year. It has been well fitted up and supplies a want that was long felt in the College. But still additional buildings are needed to accommodate the large number of students which now attend the several classes * * *. The annual excursion was undertaken in January, and the party after reaching Goa by Steamer travelled from Murmagoa to Dhárwár along the W. I. P. and S. M. Railway Lines now in progress and from Dhárwár to Poona by rail, halting a day at Bijápur *en route*. Objects of engineering interest were met with along the route. At Murmagoa, the erection of the breakwater and the manufacture of the concrete blocks were most instructive for an Engineering Class, while further on, the heavy tunnelling works on the Ghâts, where tunnels were to be seen in every stage of progress, afforded most valuable lessons to engineering students. Mr E. Sawyer, the Chief Engineer of the W. I. P. Railway, was most kind to the party. He arranged quarters for the students at different places along his line, and the Engineers were most hospitable to the members of the College staff who accompanied the party. All along the line, we met former College pupils who are employed in considerable numbers on the railway and every possible facility was given to the students to examine the important works under construction."

36. **Agricultural Classes in High Schools.**—The average daily attendance in the High School classes has fallen from 161 to 155. The attendance varies in each school according to the capacity of the teacher, the support he receives from the Head Master and the encouragement given by local authorities and committees. The highest attendance (62) is at Nadiád, but the Head Master of the High School complains that the annual examination is held during the vacation, and that many boys miss it altogether on that account. The farm at Nadiád belongs to the Agricultural Society of Gujarát, but is open to the High School students. The Surat class

is not so flourishing as that at Nadiád, and the Head Master states that many boys join only to avoid learning a classical language. The Committee has sanctioned two Scholarships from the municipal grant of Rs. 500; and the suggestion of the Head Master that practical farming should form a part of the annual examination has been anticipated by the University in the new scheme for a final school examination. The school at Belgaum had an average attendance of 11 boys, but there is also a vernacular class of 7 or 8 Kunbis which might be developed under local management. The class at Sholápur has plenty of good land, and while Mr. Loch was Collector we had hopes of great improvements to be effected under the Local Board. At Násik the High School class does not flourish, but there is a vernacular class of 8 Kunbi apprentices. Mr. Sahasrabudhe reports well of the High School class and of the vernacular class of ten Kunbis at Ahmednagar. One of these Kunbis has been promoted to the Government farm at Bhadgaon; and the class obtained three prizes at the local agricultural exhibition. The class at Dhúlia is said to have revived during the year, and the vernacular class has been re-established with an attendance of ten Kunbi boys. At Hyderabad the pupils have great advantages as the Government farm is open to them, but the Inspector reports the High School class to be a failure. On the other hand, the vernacular class of 9 boys is said to be doing excellent work and to have a very useful future before it—

"The class is recruited from the agricultural population and the sons of Zamindárs cannot but profit greatly by their residence on the Experimental Farm. The instruction given in surveying also is exceedingly useful, and I believe the class might be made a most valuable training school for candidates for employment in the lower branches of the revenue service."

Further particulars as to the attendance and cost of the agricultural classes will be found in Subsidiary Form 6 which is printed at the end of this report. The annual examination of the classes was conducted as usual by Dr. Cooke, and the results were as under :—

Name of School.	1st-year Students.		2nd-year Students.	
	Number sent up.	Number passed.	Number sent up.	Number passed.
Dhulia	15	10	4	2
Ahmednagar	8	7	3	3
Belgaum	16	12	2	1
Násik	7	7	None.	None.
Sholápur	8	8	6	6
Surat	5	3	4	3
Hyderabad	2	2	1	1
Nadiád	11	6	6	5

The school farms (with the exception of the farm at Hyderabad) were inspected by Mr. Woodrow, Agricultural Instructor in the College of Science, and his report is printed in Appendix G.

37. **Engineering Class, Hyderabad.**—We have to thank Mr. Whiting, M.I.C.E., Superintending Engineer in Sind, for the removal of the standing complaint that the teaching in the Engineering Class at Hyderabad was not sufficiently practical to make the pupils efficient in their profession. Mr. Whiting offered to lend us the services of an Overseer for two months every year during the inundation season, when work is slack, so that thorough instruction might be given in the field work of levelling and surveying. Mr. Whiting also advised that during their course the pupils should make excursions to works in company with the Overseer, so that they might obtain more definite ideas of the duties they would have to perform in their profession : and he added that Executive Engineers would assist in carrying out this idea by lending plans and estimates of the works to be visited, and that the practical Instructor should explain these plans and estimates to the pupils before they visited the works. These proposals were approved by Government, and as the examination last year showed a marked improvement on the part of the pupils in their knowledge of levelling and surveying, we hope for the continuance of Mr. Whiting's arrangements.

The number of pupils in the class has fallen from 21 to 19, but the results of the yearly examination which was held by the Superintending Engineer and some of his Executive officers were on the whole satisfactory. There was an improvement both in the surveying class and in the answers given in statics and hydraulics, but a falling off in the knowledge displayed of drawing and estimating. Eight of the first-year and five of the second-year students passed the examination. These five seniors all passed with more than half marks, and the three first in order of merit obtained employment as Sub-overseers in the Public Works Department.

38. **Sir Jamsetji Jijibhoy School of Art.**—The returns for the last 3 years are :—

	Average Daily Attendance.	Average Monthly number on the Rolls.	Number on the Rolls at the end of the year	Fee Receipts.
				Rs.
1883-84	136	191	212	2,149
1884-85	148	210	251	2,349
1885-86	167	227	227	3,260

The distribution of the pupils through the various classes is shown below :—

	1884.	1885.	1886
Elementary or Drawing School	179	209	220
Architectural Drawing Class	15	23	20
Painting Atelier	23	18	15
Sculpture Atelier	8	8	6
Wood-engraving Department	2	.....	.....

An extract from the report of Mr. Greenwood will be found in Appendix H.

The returns for the grade examinations for the last three years are as under :—

	1st Grade.		2nd Grade.		3rd Grade.		Total.	
	Presented.	Passed.	Presented.	Passed.	Presented	Passed.	Presented.	Passed
1883-84	463	159	75	24	24	4	562	187
1884-85	507	151	77	42	23	8	607	201
1885-86	640	117	93	39	39	13	772	169

In the 1st grade the number presented for examination is 640 against 507 in the previous year. On the other hand the number of passes has fallen from 151 to 117, and the number of prizemen from 273 to 107. The falling off in the number of passed candidates and of prizemen is due in part to a slight raising of the standard in geometry, and to the refusal of prizes to candidates above 18 years of age. But the greatest number of failures occurred in Model Drawing, where many students were disqualified for breaking Rule 8 which prohibits the ruling of lines. For the second grade there were 69 candidates from the School of Art and 24 outsiders. The School of Art passed a little more than half of its candidates, and of the outsiders 2 passed from the Narayan Jagannath School at Karáchi and one from the School of Art at Bhúj, while the fourth man had studied privately. In the third grade all the candidates belonged to the School of Art, and one-third of them passed.

In drawing on the blackboard, which is an additional test for 2nd and 3rd grade candidates who desire to qualify as Teachers of Drawing, only 6 candidates out of 21 succeeded in passing against 13 out of 18 in the previous year.

The Examiners concluded their account of the Drawing School by repeating their remark of the previous year:—

"On the whole we consider that the results of the examination of the Elementary* school are most satisfactory and that much credit is due to Mr. Greenwood and his assistants, for the manner in which they have raised the proficiency of this Department within the last four years."

*i. e. the Drawing School teaching the 3 grades of Art.

In the advanced school, there are now but three Departments—Painting, Sculpture and Architecture—but proposals for the enlargement of the school have been placed before Government. The remarks of the Examiners on the Departments which are kept open will be found in Appendix H.

39. **Drawing Classes.**—The Training College, Baroda, the Frere Fletcher Institution, Bombay, and the Nadiád, Shikárpur and Ahmedabad High Schools opened new Drawing Classes during the year under report, and the number of children taught has increased from 2,713 to 4,033. The results of the 1st Grade Examination have been given in the preceding paragraph, but the following table shows the schools which sent up candidates:—

Names of Schools.	Average number taught Drawing during the year.	Number examined.	Number passed.	Number of Candidates who obtained Prizes.
Bombay Sir J. J. School of Art ...	186	32	12	3
„ Elphinstone High School ...	156	14	10	2
„ Goculdás Tejpál School ...	218	17	1	1
„ Chandanwádi School	133	7	3	2
„ Phanaswádi School	88	8	5	6
„ Fort Branch do.	126	6	2	4
„ Jagannáth Shankarseth School ...	150	14	3	4
„ Scottish High School	*...	3	1	1
„ Education Society's School ...	*...	15	2	...
Thána Byrámji Jijibhoy High School ...	90	24	8	8
Belgaum Sardars' High School ...	17	12	...	...
Sholápur High School	86	14	7	...
Broach do.	51	16	2	...
Poona do.	281	62	22	19
Bhúj School of Art	426	6	1	...
Násik High School	71	18	4	1
Surat do.	60	15	2	3
Dhulia do.	212	50	6	11
Kolhápur Rájárám College	324	35	3	7
Sátára High School	90	27	2	13
Ratnágiri do.	98	31	1	4
Kárwár do.	134	14	1	3
Ahmednagar High School	120	15	1	3
Karáchi N. J. do.	81	8	4	...
Dhárwár Training College	116	31	1	...
Ratnágiri School of Industry	30	14	...	...
Amraoti High School	117	7	2	1
Hyderabad do.	42	15	3	1
Baroda College and High School ...	50	11	1	1
Karáchi Saint Joseph's Convent School ...	18	14	1	...
Poona College of Science	*...	28	3	7
Ahmedabad High School	92	23	...	...
Ahmedabad Training College ..	218	18	3	1
Nadiád High School	152	16	...	1
Total ...	4,033	640	117	107
Corresponding figures for 1884-85 ...	2,713	507	151	273

* Information not furnished.

Particulars as to the attendance in the drawing classes and the cost of working them will be found in Subsidiary Form 6. The drawing classes in Government Schools are open to all comers who pay the fee and conform to rules, but it is only when the teacher is active and is supported by the Head Master that outsiders are attracted in any numbers. The class at Surat is reported to languish, but the class at Broach and the new classes at Nadiád and Ahmedabad are doing well. The class at Dhulia is very well attended and there is a fair number of pupils at Ahmednagar, but the Násik class is small. At Kolhápur Mr. Candy has secured a very large attendance, and something has been done at Kárwár. But at Belgaum and Dhárwár the classes have been neglected, and the master at the latter place must be changed for a more energetic teacher. Mr. Jenkins reports well of the Karáchi class, but the Shikárpur class has only lately been opened, and we have not yet been able to find money for a class at Hyderabad. In the Central Division the class at Sholápur has nearly collapsed, but the Elphinstone class in Bombay and the classes in Poona, Sátára and Ratnágiri are satisfactory. The Thána class has improved and the Inspector speaks very highly of the work done in the Gokuldás Tejpál school, and also mentions the classes in the Jagannáth Shankarseth, the Fort Branch, the Chandanwádi and the Fanaswádi schools. On the whole Mr. Kirkham is of opinion that the subject is gradually making way.

"This is satisfactory as all authorities are agreed that drawing is the indispensable basis of all technical instruction, and the Royal Commissioners in the recent Report on Technical Instruction have gone so far as to recommend it as a compulsory subject in the Elementary School Code to be taught and treated in all respects as concurrent with writing."

We can hardly make the subject compulsory until a large number of teachers is supplied by the School of Art, but improved rules have lately been sanctioned (*see* Appendix H.) for the encouragement of elementary drawing, and Rs. 10,000 have been set apart for the subject in the Budget for next year. The rules hitherto in force have not received much notice from the aided schools, as the Convent School at Karáchi is the only school which has claimed the Government grant of Rs. 100. The revised rules offer larger grants for results and for salaries to be earned by any school-teacher who passes in the 2nd Grade, or by a drawing master who is employed in a large school or in a group of schools.

40. **Apprentices' Home, Byculla.**—Government has allowed the Byculla Education Society to revert to the original rule under which twenty rupees a month are granted for every European or Eurasian apprentice in the Home over and above the first ten who are maintained by the Society. The conditions under which the Government grant is given are (1) that the apprentices must be between the ages of 16 and 22, (2) that they must not be more than three years in the Home, and (3) that instruction should be given to the apprentices in drawing and mechanics. This last condition the Society has not as yet fulfilled. Notwithstanding this default Government has paid its grants to the amount of Rs. 2,762 during the year under report, against Rs. 1,538 in the preceding year, and Mr. Kirkham reports that the Home is now beginning to realize the expectations of its promoters, that the rooms are full, and that additional accommodation is necessary before the number of apprentices can be increased to forty, as originally contemplated. Mr. Kirkham adds that arrangements have been made with the Committee of the Scottish Orphanage to receive into the Home lads from their school, the Committee making a monthly grant of Rs. 12 per head from funds at their disposal.

"At the beginning of the year 1885-86, there were 23 lads in the Home; 11 were admitted and 14 discharged during the year, leaving 20 on the 31st of March 1886, ten from the Byculla Schools, 5 from the Scottish Orphanage and 5 from various other schools. The youths spend the whole of the day in their various shops in connection with the two great Railway Companies, the P. & O. Company, the Docks, Port Trust, Richardson's Foundry, &c., and return to their evening meal and the society and supervision of the Home."

41. **European Apprentices.**—Government has also provided a grant for European or Eurasian boys who enter the workshops of the College of Science or are bound as apprentices to large Government, Railway or other establishments. The College workshops have been noticed already, but the only application which has been received for an apprentice was from the Máhím Orphanage for a boy employed in the Small Arms Factory at Kirki, and a grant of Rs. 10 a month has been drawn on account of this apprentice for more than a year.

42. **The Ratnagiri Factory**—The Ratnágiri Factory belongs to the Local Board and the total cost came to Rs. 23,340 against Rs. 43,028 in the previous year. The Government grant was Rs. 1,500 in each year. But for the current year Government has raised its annual grant to Rs. 3,000 and has also remitted a debt of Rs. 11,167 for timber supplied by the Forest Department. The constitution of the school has to be altered and improved under the new Act, but meantime Mr. Kirkham gives a good account of the progress of the pupils :—

"The Managing Committee have lately built a new school-house which is airy and commodious. The number on the rolls has risen from 92 to 155, mostly Bhandáris Maráthás and Sutars, (carpenters). The Deputy Inspector, Ratnágiri, examined the school twice during the year under report, and was satisfied with the progress shown. * * * * The highest limit of general instruction at present reached in the school department is Vernacular Standard V. The industrial training is most efficient, the workshops being the most completely equipped of the kind in the Presidency. At present the work is mainly in wood and the furniture manufactured here has gained a certain reputation. Many hundred boys have passed through this school and are to be found in the workshops of all parts of the Presidency."

43. **Fardunji School of Industry, Surat.**—The cost of the Surat School was Rs. 6,718, including the Government grant of Rs. 2,000. The new Superintendent, Mr. Dorabji Temulji Powri, is a graduate of the College of Science. The average daily attendance has risen from 28 to 36. Of the fifty one boys on the rolls at the end of the year, twenty-nine were in the Fitter's class, and twenty-two in the Carpenter's class ; fourteen were Hindus, thirty-five Pársis and two Jews. Six Mahomedan boys attended for six months but left without assigning any reason, though stipends were sanctioned for some of them. Instruction is given in reading, writing and arithmetic (Gujaráti); also in practical geometry, mensuration, mechanical drawing and elementary mechanics. The boys are trained as carpenters, smiths and fitters, and can also learn cane-work and carving. The school was examined in March by Mr. Scorgie, Professor of Mechanism in the College of Science, whose report shows that some little progress has been made since the last examination at the close of 1884.

"Of the pupils who have left during the past fifteen months, 10 have joined mills or workshops in the city, 16 are supposed to have joined carpenters, &c., 2 were dismissed, 1 joined the Mission School, and 5 have left for other trades not taught in the school. The fact that 26 have left for trades taught in the school would indicate that the school is to a certain extent fulfilling the purpose for which it was established. But the main object and design of the school cannot be fully realised until such time as the present period of attendance is considerably extended. This will be obvious from the significant fact that there are only 19 boys in the school now, who were present at the former inspection. The Superintendent states that the parents decline to sign a bond to keep their children at school for a period of two or three years. The senior or advanced class, consisting of seven pupils passed a good examination in arithmetic, mensuration, practical geometry, elementary mechanics and mechanical drawing : there is room for improvement in their sectional drawings. I also inspected the drawings done in the class and considered them satisfactory. The juniors were next divided into sections according to their attainments, and examined in such subjects as they had studied, such as arithmetic, mensuration, &c. I was well pleased both with the answers given and the way in which the exercises were worked out. On the whole, I am of opinion that in most points satisfactory progress in class-work has been made throughout the school; and I consider the Assistant Master deserves great praise for the care he seems to have bestowed upon the juniors. At the same time, I should like to see more time and attention given to drawing. For to the artisan, drawing is a branch of the greatest importance, and boys generally take kindly to it. In the Fitting and Turning Shops there are 24 boys. I found some of the more advanced able to explain the parts and their uses of a small steam engine working the shop. Some can turn fairly well, and are able to arrange the charge wheels of the lathe for screw-cutting. I gave the boys in the Fitting Shop some work to do which they finished to my satisfaction. The boys also work at the forge in turns, and do small light jobs as well as could be expected. There are 30 boys in the Carpentry Department. I set them task work, and although some of the joints were a little loose, their work on the whole was fairly well done. Some of the boys are being taught cane-work; two caned a chair and large stool while I was present, and the work seemed to be well done. The masters in these shops are doing their work in a satisfactory manner. I regret I cannot say the same of the Carving Master. He had little work to show, and what he had, most of it had been shown to me on my previous visit. He wants, I fear, enthusiasm in his work to make a good teacher. I inspected the school rolls and account books and found them in order and well kept. The accounts are regularly submitted to the Surat Municipality."

44. **David Sassoon Reformatory.**—The Reformatory is supported by an educational grant of Rs. 3,600 per annum and also receives a large sum for rations, &c., which appears in Form 6 at the end of this report. The number on the rolls has again risen from 215 to 226. Out of this number 65 were attending school (Maráthi and Gujaráti), 60 were receiving instruction at the workshops in carriage-building, smiths' work and painting, 7 were employed in the Central Press, and 94 were working in the Bombay Mills. Mr. Kirkham found the school work to be fairly efficient so far as it goes, and was well pleased with the shops where the boys were working with a will and doing good work of its kind. In other points the report was not satisfactory, and Mr. Kirkham's recommendations for the improvement of the institution have been placed before Government.

45. **Small Industrial Schools.**—In November 1881 I received permission to aid an Industrial School at Poona which the Free Church Mission had opened for orphan and destitute boys. The aid was to be given in the form of a capitation grant of Rs. 20 per annum for each pupil actually under industrial training, who satisfied the Inspector that he had made fair progress in any handicraft; and a condition was added to the effect that each pupil for whom the grant was demanded must have attended school half time or two hours a day for at least 100 days during the 12 months immediately preceding the Inspector's examination, and must be presented for examination in reading, writing and arithmetic. The grant was to be limited to boys and youths between the ages of 6 and 22, and the period of apprenticeship was fixed at three years, so that the same pupil could be presented three times. The Free Church Mission has received this aid since 1881, and at different times after that year I obtained permission to admit the Panch Haud's Mission School at Poona, the American Mission School at Sirur and the Robertson School at Pandharpur, to the benefit of the same rules. But for fear of expense the rules have never yet been published or allowed to have a general application like the ordinary grant-in-aid rules.

In the year under report the Free Church Orphanage earned grants for 8 pupils who had been trained to the printing-press; and the Panch Haud's Mission received grants for 16 pupils as carpenters. These carpenters had been employed on the wood-work of the Mission Church which was built under the supervision of the Public Works Department, and I was surprised to see the excellent work which had been done especially in the wooden roof of the building. The American Mission School at Sirur was promised a grant of Rs. 2,050, or half the initial expenses of buying land and erecting the necessary buildings, and out of this sum Rs. 550 were paid in 1882-83 while the balance was paid last year. Mr. Kirkham reports that the founder of the school, the Reverend Mr. Winsor, has returned from America laden with appliances for teaching two or three trades suitable for the locality. The Robertson School at Pandharpur has grown out of an orphanage which was opened during the famine years, and differs from the other schools I have mentioned in that it is under the management of a Committee which represents the Municipality and the Local Board. The school receives annual grants of Rs. 3,000 from the Municipality and Rs. 1,000 from the Local Board. Mr. Kirkham reports that it has a good building, but that the Government grant for primary education came to Rs. 72 only. An officer of the College of Science has now been deputed to report upon the industrial side of the school and to assess the Government grant due to the workshops.

MATRICULATION

46 This examination was held at Bombay, Poona, Ahmedabad, Belgaum and Karáchi, and the results were as under :—

	Number of Schools sending Examinees						Number of Examinees from						Number passed from							Race or Creed of passed Scholars.					
	Government Schools	Native State Schools.	Aided Schools.	Other Schools.		Total	Government Schools	Native State Schools.	Aided Schools	Other Schools.		Private Students.	Total	Government Schools.	Native State Schools.	Aided Schools.	Other Schools.		Private Students.	Total.	Europeans and Eurasians.	Native Christians	Hindus.	Mahomedans.	Pársis.	Jews
				In the Presidency	Outside the Presidency.					In the Presidency	Outside the Presidency.						In the Presidency.	Outside the Presidency.								
1	2	3	4	5		6	7	8	9	10		11	12	13	14	15	16		17	18	18a	18b	18c	18d	18e	18f
Boys	19	12	25	9	2	67	609	178	389	206	21	838	2,241	329	112	186	78	14	109	827	12	16	647	6	142	
Girls	.		5		..	5	..	.	12	.		9	21	..	..	7	..	..	3	10	7	..		..	3	
Total	19	12	30	9	2	72	609	178	401	206	21	847	2,262	329	112	192	78	14	112	837	19	16	647	6	145	

47. These figures are not so favourable as in the previous year when 840 passed out of 2,036 candidates, and I attribute the falling off to the failure of the examination owing to the publication of the papers before they were given out to the candidates. The perpetrators of the fraud were not discovered, but the University was obliged to hurry its arrangements for a second examination and the candidates were put to considerable inconvenience which in many instances told heavily against them.

48. The percentage of success was lower for each class of schools than in the previous year:—

		Candidates sent up.	Candidates passed.	Percentage of Success.
*19 Government schools		609	329	52
12 Native State schools...		178	112	62
†30 Aided schools ...	11 European and Eurasian ...	76	46	60
	14 Mission	189	72	38
	5 Native management ...	136	74	54
11 Other schools ...	‡9 In the Presidency	206	78	37
	2 In Berar	21	14	66
Private students		847	112	13
Total ...		2,262	837	37

* Of these, 1 is in Bombay and 18 in separate Mofussil towns.
† Out of these, 15 are in Bombay, 7 in Poona, 3 in Karáchi, 1 in Belgaum, 1 in Ahmedabad, 1 in Ahmednagar, 1 in Surat and 1 in Hyderabad.
‡ Out of these, 7 are in Bombay, 1 in Belgaum and 1 in Dhárwár.

49. The returns for the different schools are given in the following table:—

Schools.	Number of Candidates sent up.	Number of successful Candidates.
Elphinstone High School (Government)	134	62
New English School, Poona (aided)	65	42
Fort High School, Bombay (unaided)	81	39
Poona High School (Government)	78	38
Ahmedabad High School (Government)	37	28
*St. Mary's Institution, Bombay (aided)	35	27
Bombay Proprietary School (unaided)	56	26
Baroda High School (Native State)	34	25
Free General Assembly's Institution, Bombay (aided)	54	22
Dhárwár High School (Government)	35	22
Nadiád High School (Government)	28	21
Rájárám High School, Kolhápur (Native State)	38	21
Sardárs' High School, Belgaum (Government)	45	20
Surat High School (Government)	38	18
Hyderabad High School (Government)	22	17
Káthiáwár High School, Rájkot (Native State)	21	16
Ratnágiri High School (Government)	23	16
Native Institution, Poona (aided)	29	15
Náráyan Jagannáth High School, Karáchi (Government) ...	14	13
Sir J. J. Pársi Benevolent Institution, Bombay (aided) ...	27	13
Sátára High School (Government)	23	13
Sávantvádi English School (Native State)	15	11
Ahmednagar High School (Government)	20	10
Presbyterian Mission High School, Ahmedabad (aided) ...	23	10
Bhávnagar High School (Native State)	16	10
Amraoti High School (Berár)...	11	9
Dhulia High School (Government)	15	9
Mission High School, Ahmednagar (aided)	10	8
Byramjee Jejeebhoy High School, Thána (Government) ...	25	8
Mission High School, Surat (aided)	30	8

* Schools for Europeans and Eurasians.

Schools.	Number of Candidates sent up.	Number of successful Candidates.
Sir Cawasjee Jahanghir N. Z. Madressa (Native State)... ...	11	7
Kárwár High School (Government)	16	7
Miraj High School (Native State)	14	7
Násik High School (Government)	14	7
Broach High School (Government)	15	7
Sholápur High School (Government)	13	7
Báhádur Khánji High School, Junágad (Native State) ...	9	6
London Mission High School, Belgaum (aided)	33	6
Shikárpur High School (Government)	14	6
Akola High School (Berár)	10	5
*Bishop's High School, Poona (aided)	6	5
New English School, Bombay (unaided)	10	5†
General Assembly's Institution, Bombay (aided)	13	5
Robert Money Institution, Bombay (aided)	11	5
Navánagar High School (Native State)	8	4
Free Church Mission Institution, Poona (aided)	4	4
Alfred High School, Bhúj (Native State)	7	3
Bombay High School (aided)	11	3
Chandanwádi High School (unaided)	15	3
*Scottish High School, Byculla (aided)	10	3
Bombay Ripon High School (unaided)	5	2
*Cathedral Boys' High School (aided)	9	3
*Cathedral Girls' High School (aided)	2	2
*St. Mary's School, Poona (aided)	3	2
American Mission School, Bombay (aided)	1	1
New English School, Belgaum (unaided)	7	1
English School, Bhor (Native State)	1	1
Private English School, Bombay (aided)	4	1
New English School, Dhárwár (unaided)	29	1
Fort Imperial High School (unaided)	2	1
Frere Fletcher School, Bombay (aided)	1	1
*Grammar School, Karáchi (aided)	1	1
St. Patrick's High School, Karáchi (aided)	1	1
*Victoria High School, Poona (aided)	4	1
English School, Sángli (Native State)	4	1
*St. Peter's Boys' School, Mázagaon (aided)	3	1
*St. Peter's Girl's School, Mázagaon (aided)	2	1
St. Vincent's School, Poona (aided)	2	1
Indian High School, Bombay (unaided)	1	...
*John Connon High School, Bombay (aided)	1	...
Karáchi Mission High School (aided)	4	...
Hyderabad Mission High School (aided)	2	...
Private Tuition	847	112
Total ...	2,262	837

* Schools for Europeans and Eurasians.

† Of whom 4 attended the Robert Money Institution until the year under report.

High Schools.

50. The classification objected to last year dates from the time of Sir Alexander Grant, and the new classification was first used in the important table given on pages 8 and 9 of the report for 1883-84, and was ordered by me for all the statistical tables and Government of India forms in the report of 1884-85.

51. The net result of the year is an increase of three schools and 1,798 scholars. The increase in schools consists of one Native State and two aided schools, while the increase in pupils falls, 224 to Government, 332 to Native State, 1,086 to aided and 156 to unaided institutions. The general list for the year is as follows:—

HIGH SCHOOLS.

Divisions.	Maintained by the Department				Maintained by Native States				Aided by the Department or by Local or Municipal Boards.				Unaided				Total.			
	1884-85		1885-86.		1884-85		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Boys' Schools																				
Central Division	6	2,699	6	2,729	1	199	1	210	22	5,856	22	6,095	3	1,306	4	1,553	32	10,061	33	11,187
North East do.	3	754	3	807	..	....	..	....	1	115	1	185	..	....	..	..	4	869	4	992
Northern do	4	1,417	4	1,378	5	1,030	6	1,306	2	985	2	992	1	91	..	.. ..	12	3,523	12	3,675
Southern do	3	729	3	963	2	617	2	654	1	433	1	403	..	....	..	....	6	1,779	6	2,020
Sind	3	966	3	905	.	....		. ..	3	545	5	777	..	.. ,	..	....	6	1,511	8	1,682
Total ..	19	6,565	19	6,782	8	1,837	9	2,169	29	7,934	31	9,052	4	1,397	4	1,553	60	17,733	63	19,556
Girls' Schools																				
Central Division	1	62	1	69	..	..	..	. ..	8	782	8	832	..	....	..	....	9	844	9	901
Sind ..	..	. ..	.	..		....	..	....	3	266	3	184	..	....		....	3	266	3	184
Total ..	1	62	1	69		. ..	..	.. ..	11	1,048	11	1,016	..	.	..	.	12	1,110	12	1,085
Grand Total .	20	6,627	20	6,851	8	1,837	9	2,169	40	8,982	42	10,068	4	1,397	4	1,553	72	18,843	75	20,641

52. **Central Division.**—The Central Division shows an increase of one school and 1,193 pupils. The extra school is the Chandanwádi High School which is to receive aid during the current year. The increase in pupils is pretty equally distributed amongst all classes of schools.

Government Schools

The six Government schools show an increase of 30 pupils, and the fee-receipts have risen from Rs. 69,018 to Rs. 71,212. In all of those schools except the Elphinstone and Poona schools, that is to say at Sátára, Thána, Sholápur and Ratnágiri, Mr. Kirkham found the majority of boys to be non-residents who had come up from the táluka schools. The Inspector adds that the progress of the year has been generally satisfactory.

The Elphinstone School under Mr. Modak raised its fee-receipts from Rs. 37,076 to Rs. 37,795, but the number on the rolls has only changed from 963 to 964. The annual examination by the Professors of the Elphinstone College showed an improvement, and Mr. Wordsworth's report was as follows:—

"The number of those who passed in all heads of the standards shows an increase of nearly 10 per cent. over that of the last year * * *. There has been an improvement by about 18½ per cent. in the results in Mathematics, and by 6½ per cent. in English, 12 per cent. in Vernacular and 22½ per cent. in History and Geography, while in the Classics. there has been a falling off of 2 per cent."

In the Poona High School under Mr. Kunté the number fell from 630 to 615 and the fee-receipts from Rs. 15,178 to Rs. 14,920. The College Professors were on the whole satisfied with the results of the annual examination of the higher classes. The lower classes were examined by Mr. Kirkham who reported that the school was doing well and holding its own in the face of considerable opposition. But the numerical results of the Inspector's examination were not quite so good as in the previous year.

At Sátára the numbers have risen from 311 to 364 and the fee-receipts from Rs. 4,453 to Rs. 5,310. The results obtained in the Matriculation and in the annual examination were good, and Mr. Kirkham speaks highly of Mr. Pathak's management, and especially mentions the Gymnasium, Library and Science classes.

In the Byramji Jijibhoy School at Thána the numbers have risen from 292 to 309 and the fee-receipts from Rs. 5,370 to Rs. 5,676. Mr. Modak is praised by the Inspector for his management of the Gymnasium, Library and Science classes, and the school is said to be gradually improving.

At Ratnágiri the numbers fell from 262 to 230, but the fee-receipts rose from Rs. 3,993 to Rs. 4,019. The school is still overcrowded, and I have requested Mr. Sathe to reduce the two lowest standards in favour of a private school which has lately been opened under responsible managers and on a sound system as regards fees. In the Matriculation the High School did well, and one of its pupils carried off the Ellis Prize for Marathi. The results of the Inspector's examination were satisfactory, and Mr. Kirkham speaks highly of the intelligence of the pupils in the class room and of their spirit in the gymnasium.

At Sholápur the numbers have risen from 240 to 248 and the fee-receipts from Rs. 2,948 to Rs. 3,456. The results in the Matriculation and before the Inspector were satisfactory, and Mr. Náik is said to have brought the school up to the level of other District High Schools.

In the Poona High School for Girls the attendance has risen from 62 to 69, and the expenditure from the opening of the school to the end of the year under report has been Rs. 11,203 from Government and Rs. 5,771 from private funds. This expenditure from private funds bears a larger share of the total cost than I expected in the first eighteen months of the school's history, and Mr. Kirkham gives a good account of the progress which has been made:—

"The most important feature of the school is the large proportion of grown-up girls attending it. The Secretary also reports that:—

'Since March last the Board has prepared rules and secured other conveniences in the Huzúr Pága for boarding and lodging outside pupils and four of them (2 Brahmans, 1 Marátha and 1 Native Christian) have gone to live there. The Lady Superintendent has also agreed to live on the premises in order to have immediate superintendence over the boarders, and a building is being erected for her.'

"I examined this school in September last with the assistance of my Poona Deputy Ráo Sáheb G. B. Nene and have made a detailed report to you. The school made a very favourable impression upon both of us. It has been most fortunate in its staff. The teaching is animated and skilful and the manifest confidence and pleasant relations between the girls and their teachers were very gratifying to see. The girls looked particularly bright and happy. The highest class did well in arithmetic and read their English book with good accent and intelligence. The English dictation was written without a single mistake. All the manuscript work was neat and tidy, and the knowledge of vernacular thoroughly sound and satisfactory. In Sanskrit they had made a beginning only. The work in the second and third classes was equally good in its degree and in the primary school also satisfactory. The needle work of the school was very kindly examined by Mrs. Lee-Warner and Mrs. Kirkham who commended the attention given to plain work and recommended the cultivation of native fancy work and the application of European fancy work to native garments.

"During the course of the year the school was visited by many European and Native ladies and gentlemen of position, and its working is watched with the greatest interest. Amongst the remarks recorded in the visitor's book were the following by His Excellency the Governor and His Highness the Gáikwár of Baroda. *His Excellency Lord Reay* wrote—'My visit to this very remarkable institution convinced me that my predecessor Sir James Fergusson was fully justified in granting it the support of Government. The importance of securing to young women the same mental development as their husbands is clear. The pioneers of this movement have great difficulties to contend with, but will ultimately reap the gratitude of future generations of their countrymen and countrywomen.'

"*His Highness the Gaikwar* wrote—'The girls seemed to have made very fair progress. The aim set forth by the founders of helping forward the great work of mentally and morally improving the status of women is one of the utmost moment to India and deserves the support of every liberal-minded man as it does high credit to the promoters of this institution.'"

Aided Schools.

Of the 30 aided schools in the Central Division 20 are in Bombay, 9 in the city or Cantonment of Poona, and one at Pánchgani; seventeen of the schools are for Europeans, four are "English-teaching" or mixed schools for Europeans and Natives, and 9 are Anglo-Vernacular schools under Missionary or Native management. The increase in the attendance at these 30 schools comes to 889 pupils. Nine of the European schools and five of the Anglo-Vernacular schools, were fully examined during the year; and the following particulars are taken from the reports of the Inspectors. The Poona Native Institution presented 208 boys for examination and received a grant of Rs. 2,696 or Rs. 12-15-4 for each boy. Two years before, when the school was last examined, the grant was Rs. 1,248, and Mr. Kirkham remarks that the managers deserve praise for their determination to conquer all difficulties and for the manner in which year after year they have strengthened their position. The New English School of the Deccan Education Society stands second in the Matriculation list, and was examined for the first time by the Government Inspector. The school presented 557 boys and earned as its first grant the largest sum ever awarded by the Department to any single school. The grant came to Rs. 7,762 or Rs. 13-14-11 for each boy. Mr. Kirkham states that the mathematical was not so highly cultivated as the literary side of the school, but that the general impression he carried away was highly favourable to the institution :—

"I can have no hesitation in recording my opinion that the managers of this society have succeeded in calling into existence and bringing to maturity a High School which in point of completeness of organization, soundness of scholarship, individuality and zeal, has no superior in the Presidency."

The Inspector's report shows that the managers of both the Poona Schools will have to be on their guard against the danger of over-pressure, and in connexion with this difficulty Mr. Kirkham has suggested certain changes in the present system of examination which will be submitted for the consideration of Government.

In Bombay the Robert Money School has suffered severely from the secession of certain members of the teaching staff who abruptly withdrew and carried off with them a large number of their pupils. The General Assembly's School was also affected by this movement. These two schools with the Free General Assembly's institution were examined by Mr. Sahasrabudhe, who states in general that he was more or less satisfied with all of them.

The figures for all the Anglo-Vernacular schools examined during the year were as under :—

Name of School.	Standards.	Number examined.	Number passed.						Percentage Passed under all Heads.
			Mathematics.	Second Head.		History and Geography.	English.	In all Heads.	
				Vernacular.	Second Language.				
Maintained by the Department.									
Elphinstone...	IV to VI ...	688	474	642	465	601	494	313	45
Poona	I to VI ...	402	303	73	201	246	253	160	40
Sátára	I to VI ...	230	198	106	86	162	189	128	54
Ratnágiri	I to VI ...	193	143	46	82	130	140	91	47
Sholápur	I to VI ...	180	149	80	57	133	117	86	48
Thána	I to VI ...	216	162	70	61	154	144	83	38
Poona High School for Native girls .	I and II ...	18	14	12	...	17	15	11	61
Total ...	.....	1,936	1,443	1,029	952	1,443	1,352	872	45
Aided by the Department.									
The New English School, Poona ...	I to VI ...	557	245	193	204	404	341	166	30
Poona Native Institution ...	I to VI ...	208	131	156	38	152	139	71	34
General Assembly's Institution, Bombay	I to VI ...	87	43	39	7	45	52	19	22
Free General Assembly's Institution, Bombay	I to VI ...	151	92	99	56	58	101	41	27
Robert Money Institution, Bombay .	I to VI ...	64	23	18	6	24	34	11	17
Total ...	.....	1,067	534	505	311	683	667	308	29
Maintained by Native States.									
Sávantvádi High School ...	I to VI ...	153	135	76	54	119	122	93	68

Sávantvádi School.

This statement includes the Native State School of Sávantvádi, which receives great praise from the Inspector for the intelligence of its pupils and the accuracy and readiness of their answers. The school also did well in the Matriculation; and the Head Master Mr. G. V. Panandikar deserves credit for the way in which he has worked under the guidance of the Political Superintendent.

European Schools.

Of the 9 European schools which were examined the Inspector gives a good account. Mrs. Sorábji's School at Poona is said to have reached a higher point of efficiency than on any previous occasion. The Convent School at Poona is reported to be doing excellent work. The Convent Schools in the Fort and at Byculla did well in examination, and Mr. Kirkham specially mentions the bright and intelligent classes of the latter school. Mr. Sahasrabudhe expresses his general satisfaction with the Cathedral school for boys, St. Patrick's School, St. Xavier's School and the Anglo-Portuguese School at Lower Máhim, while he considers the Cathedral School for girls to be a Model School with the one defect of unsuitable accommodation. Mr. Kirkham expresses himself as completely satisfied with his inspection of the Bishop's High School at Poona, and found St. Mary's School in the same Cantonment to be in its usual state of high efficiency.

"The discipline and tone of this school are admirable and the instruction in the highest degree satisfactory. * * * The state of the Kindergarten Department is also most satisfactory and such as to reflect the highest credit on the management."

Mr. Kirkham also speaks well of the Scottish Girls' School at Poona, and was well satisfied with his inspection of the Scottish Orphanage at Máhim.

"The instruction is skilful and the results good. * * * The children are under a vigilant but kindly supervision and look healthy and happy. All the domestic arrangements are excellent."

Of the Byculla Education Society's Schools the Inspector reports as under:—

Boys.—"This school suffered a great loss during the year by the sudden death of Mr. R. E. Walters who had been head master for 17 years and whose zealous and successful labours in

bringing the school to its present high state of efficiency have been year by year the subject of commendation in the reports of General Waddington and myself. The strength of the school is now 162 including 3 pupil-teachers. I was well satisfied with the proficiency of the boys in the various subjects of the curriculum and was glad to notice that the fine hand-writing of the school showed no signs of deterioration. I was glad also to note the patient work of the drawing master and to hear that out of 9 pupils sent up for the School of Art First Grade Certificate 4 obtained certificates and all 9 obtained prizes in practical geometry. The drill of the boys was as usual of marked excellence,

Girls.—"The number on the rolls in the girls' school is now 130. The instruction has for some years been limited to Standard V., but a sixth standard class has now been sanctioned by the committee, "Domestic Economy" being substituted for "Euclid". In the girls' school also I was well satisfied with the state of the classes. The little weaknesses disclosed in my last inspection had been carefully attended to and a still more marked improvement in the reading and recitation in all classes was observable. All classes did well in arithmetic. The instruction in needle work is efficient and the girls now learn the important art of "cutting out" as well as make all their own dresses. In the matter of cooking a change which appears to me to be judicious has been introduced. The girls have the assistance of women in doing the heavy work of cooking for the school, but they still learn cooking in the preparation of smaller dishes and as might be expected learn it better than before. The Infants' Kindergarten is working successfully. The girls again appeared to me to have improved in physical condition. For the first time in my experience no child broke down from nervousness. This gratifying change is probably due to several causes operating at the same time, but amongst the number I have no doubt an improved dietary introduced by Dr. Yeates Hunter and perhaps the greater infusion of out-door exercises I have been suggesting for some years, deserve to take chief place. Whatever the precise causes the result is satisfactory, and I think the Committee may fairly be congratulated on the present state of the school which reflects credit on Miss Fenemore and her Assistants."

The usual table for European schools examined during the year is as under:—

Name of School.	Standards.	Number examined.	Number Passed.						Percentage Passed under all Heads.
			Arithmetic.	English.	History and Geography.	Second Language.	Needle work.	In all heads.	
Cathedral High School (Boys'), Bombay	I to VII ...	121	86	85	88	20	...	55	45
St. Peter's Boys' School, Bombay ...	I to VIII ...	71	60	62	47	13	...	51	72
St. Xavier's School, Bombay ...	I to VI ...	687	468	439	363	40	...	261	38
Antonio da Silva's Anglo-Portuguese School, Lower Máhim ...	I to VI ...	160	153	136	103	3	...	107	67
Victoria School, Poona	I to VIII ...	77	65	63	61	11	46	43	56
Convent School, Poona	I to VIII ...	105	102	92	70	4	94	77	73
Convent School, Fort	I to VII ...	51	38	50	37	10	48	37	73
Convent School, Byculla ...	I to VIII ...	52	52	51	31	2	51	46	90
Cathedral Girls' High School, Bombay	I to VIII ...	73	67	63	59	12	70	53	73
Total ...	.....	1,397	1,091	1,041	859	115	309	730	52

Unaided Schools.

The unaided schools of the Central Division include the Proprietary School which has a long and prosperous history, and the Fort High School under Mr. Cooper who is a most energetic and successful manager. Mr. Kirkham reports that both schools are institutions of a high order of efficiency and that the manner in which they keep abreast of all improvements and year by year add something to their resources is very gratifying. The other two unaided schools, the Fort Imperial and the Chandanwádi School, "at a greater or lesser distance follow in the same course."

53. **North-East Division.**—The North-East Division shows an increase of 123 pupils.

Government Schools.

In the 3 Government schools the attendance has risen from 754 to 807, and the fee-receipts from Rs. 10,344 to Rs. 11,906. With regard to the question of non-residents, Mr. Sahasrabudhe reports that the schools at Násik and Ahmednagar have a good number of outsiders, while at Dhulia out of

270 pupils on the rolls 129 have come up from the táluka schools where they studied the lower standards of the secondary course.

At Dhulia the attendance is 270 against 271 in the previous year, but there is an increase of 34 under the High School standards and the fees have risen from Rs. 3,272 to Rs. 3,901. The school did well in the Matriculation. At Násik the attendance has fallen from 351 to 345, but there is an increase of 29 in the High School classes and the fees have risen from Rs. 4,563 to Rs. 4,898. At Ahmednagar the attendance has risen from 132 to 192, and the fee-receipts from Rs. 2,508 to Rs. 3,265. Mr. Sahasrabudhe reports that the results of the annual examination as compared with those of the previous year were very satisfactory in the case of each school. These results were as under:—

Name of School.	Standards.	Number Passed.								Percentage Passed under all Heads.
		Number examined.	Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Sanitary Primer.	Passed under all Heads.	
Maintained by the Department.										
Dhulia High School	I to VI ...	235	209	115	69	175	137	22	117	50
Nagar High School	IV to VI ...	89	59	15	44	46	33	21	28	31
Násik High School	I to VI ...	230	208	124	45	183	163	12	127	55
Total ...	.....	554	476	254	158	404	333	55	272	49

In the Mission School at Ahmednagar the attendance has risen from 115 to 185, and the fee-receipts from Rs. 1,153 to Rs. 1,351. The school passed 8 out of 10 candidates at the Matriculation, and Mr. Sahasrabudhe states that at his annual inspection he found the school to be making much progress in efficiency. Mission School.

54. **Northern Division.**—The Inspector's reply to the mine which was sprung upon him last year is printed in Appendix I. The number of schools in the Northern Division is unchanged, but the Wadhwán School has been put upon the list and the Navsári School has been omitted as it is aided by Baroda and is not within the limits of the Bombay Presidency. The increase in pupils is 152, but most of this increase is due to schools in Native States.

The attendance in the Government schools has fallen from 1,417 to 1,378, but the fee-receipts have risen from Rs. 21,557 to Rs. 22,953. The Inspector has inquired into the alleged monopoly of the schools by residents in the towns, and finds that 28 per cent. of the pupils in the four schools come from out-stations, and that in the Surat School itself where the complaint originated the number of non-residents is 18 per cent. Mr. Giles further points out that some of the Middle Schools in the táluka towns teach two standards of the High School course, and that Surat itself is served by the Bulsár School which has full classes under Standards IV. and V., and by the Navsári School which supplies the wants of the Jalálpur Táluka. Government Schools.

The attendance in the Surat School has risen to 372, an increase of 26, and the fee-receipts came to Rs. 7,140 or Rs. 497 more than in the previous year. The results of the annual examination were generally satisfactory. Mr. Uttamrám has a flourishing cricket club for his boys, and a gymnasium is to be erected this year.

The attendance in the Ahmedabad High School remains at 311, but the fee-receipts have fallen from Rs. 4,212 to Rs. 3,850. This defect will be remedied as the Municipality have now released us from the promise given 20 years ago by Sir A. Grant, and we are at last free to fix our own rates of fees. Mr. Dalál

passed 28 out of 37 pupils in the Matriculation, 3 of them in the first ten and 15 in the first 100 on the University list. The results of the annual examination were also very satisfactory.

The attendance in the Broach School is 356, a decrease of 22, but the fee-receipts rose from Rs. 5,811 to Rs. 6,191. The results of the annual examination were not altogether satisfactory, but Mr. Davé complains of the weakness of his staff and the revised establishment recommended has not been finally sanctioned by Government. The school has lately moved into its new building and greater efficiency will follow on improved accommodation.

The fee-receipts at Nadiád rose from Rs. 4,891 to Rs. 5,771, but the attendance fell from 381 to 338. This fall occurred in the lower standards and is due to the opening or improvement of Middle Schools throughout the Kaira District and the Panch Maháls. Mr. Sayani passed 21 out of 28 candidates for Matriculation, and the result of the annual examination was also very satisfactory.

Aided Schools.

The Mission School at Surat shows an attendance of 469 boys, a decrease of 36, but the fee-receipts have risen, and the school earned the largest grant it has ever obtained. The Inspector found the lower classes here and in Ahmedabad to be in excellent order, but at both places some weakness was shown in the upper classes. In the Ahmedabad Mission School the attendance rose from 480 to 523, and there was a corresponding increase in the fee-receipts.

Native State Schools.

Omitting the school at Bhúj which is under a separate Inspector, Mr. Giles reports on 5 schools, all maintained by the Káthiáwár States. These schools show an increased attendance of 279 boys, and the fee-receipts have risen from Rs. 7,926 to Rs. 8,818. The four older schools are "suitably, we might say magnificently, housed and have pucka-built gymnasia attached to them."

The Rájkot school has raised its attendance from 366 to 392 and its fee-receipts from Rs. 4,170 to Rs. 4,471. Sixteen out of 21 boys passed the Matriculation, and one of them obtained the Jerajbhái Scholarship which is given to the Musalman student who passes with the highest marks. The Inspector was entirely satisfied with the state of the school at the annual examination. The gymnasium is well attended, a football and cricket club is kept up, and Mr. Gimi, the Head Master, recognizes a great improvement of late years in the spirit with which boys enter into physical exercises.

The Bhávnagar School like the Rájkot School is reported to be in first rate order. The attendance has risen from 174 to 194, and the fee-receipts from Rs. 1,472 to Rs. 1,605. Ten out of 16 candidates passed the Matriculation, and the Inspector was quite satisfied on his annual visit. Mr. Unvala complains that the gymnasium is not popular, but several boys went through creditable exercises.

The Junágad School has made continuous progress under Mr. Jágirdár who has lately been lent to the Rájkumár College. Mr. H. N. Dalál is officiating as Head Master. The attendance has risen from 241 to 264 and the fee-receipts from Rs. 1,504 to Rs. 1,608. Six out of 9 boys passed the Matriculation. The school was examined by Ráo Bahádur G. S. Desái, who reports that few Musalmáns attend the High School, but that the Darbár has lately opened a Madressa under a Mahomedan graduate, and that 60 boys are now learning English.

The Navánagar School has been transferred to a new building which gives excellent accommodation to the classes. The attendance has risen from 199 to 204, but the fee-receipts are still very low, amounting to Rs. 570 only. The school was examined by the Assistant Inspector who reported favourably of Mr. Vyas's management.

The Middle School at Wadhwán has been raised to the rank of a High School, in memory of the late Thákor Dajiraj whose name has been given to the school. Liberal arrangements have been made for the teaching staff, and Mr. Kapadia, M.A., has been selected as Head Master. The number of boys has risen from 112 to 197.

The results of the annual examinations for the Northern Division are shown below :—

Name of School.	Standards.	Number examined.	Number Passed.							Percentage of Passed under all Heads.
			Mathematics.	Vernacular.	Classics.	History and Geography.	English.	Sanitary Primer.	In all Heads.	
Maintained by the Department.										
Ahmedabad	IV to VI ...	185	120	159	112	110	117	45	60	32
Surat	IV to VI ...	223	145	191	157	131	141	...	80	36
Nadiád...	I to VI ...	272	219	222	37	196	207	30	142	52
Broach	I to VI ...	290	245	252	100	186	201	26	153	53
Total ...		970	729	824	406	623	666	101	435	45
Aided by the Department.										
Ahmedabad Mission... ...	I to VI ...	334	226	193	23	128	153	...	69	21
Surat do.	I to VI ...	370	263	204	65	202	205	...	116	31
Total ...		704	489	397	88	330	358	...	185	26
Maintained by Native States.										
Rájkot...	I to VI ...	298	238	232	35	208	230	...	138	46
Bhávnagar	IV to VI ...	122	99	112	97	99	94	...	68	56
Junágad	I to VI ...	192	170	173	66	175	161	6	130	68
Navánagar	I to VI ...	174	137	140	43	143	130	...	100	57
Bhúj	IV to VI ...	32	24	29	25	18	23	6	13	41
Total ...		818	668	686	266	643	638	12	449	55
Grand Total ...		2,492	1,886	1,907	760	1,596	1,662	113	1,069	43

55. **Southern Division.**—The Southern Division shows an increase of 241 boys, 234 in Government and 37 in Native State schools against a decrease of 30 in aided schools. The fees of the Government schools rose from Rs. 13,329 to Rs. 16,157 and the Inspector reports that nearly two-thirds of the boys in the three schools are non-residents.

Government Schools.

The attendance at Dhárwár has risen from 359 to 457 and the fee-receipts from Rs. 6,262 to Rs. 7,113. The Head Master, Mr. Káne, was on leave for most of the year and his place was filled by Mr. Keskar from Dhulia. The school passed 22 out of 35 boys in the Matriculation, and the annual examination was satisfactory so far as the higher classes were concerned. In the lower standards some defects were noticed and sufficient care had not been bestowed upon the library and school apparatus.

In the Sardárs' School at Belgaum under Mr. Hoogwerf the attendance fell from 290 to 286, but the fee-receipts rose from Rs. 4,065 to Rs. 4,710. At the annual examination the school did fairly well in all subjects except geography and translation, but the Inspector reported that the apparatus belonging to the science classes had not been properly looked after.

At Kárwár the attendance has risen from 183 to 220, and the fee-receipts from Rs. 3,002 to Rs. 4,210. At the annual examination the classes were found to be weak in English, Mathematics and the second language. But Mr. Costa has lately received a stronger staff of assistants, and the school ought to do well in future.

Mission School

The Mission School at Belgaum has raised its fee-receipts from Rs. 1,858 to Rs. 2,166, but the attendance has fallen from 433 to 403. Mr. Patvardhan reports that the institution is well managed, but the fees appear to be very low and the Government grant is larger than is warranted by the expenditure from private sources.

Native State schools.

At Kolhápur the attendance has risen from 412 to 432, and the fee-receipts from Rs. 6,052 to Rs. 7,003. Mr. Candy passed 21 boys out of 38 sent up for Matriculation, and the Inspector's report was satisfactory. At Miraj Mr. Atre has raised the attendance from 205 to 222, but the fee-receipts though they have risen from Rs. 725 to Rs. 770 are still very low. The Inspector found the classes under Standards III. and IV. to be good, but was not satisfied with the other classes. With a higher fee the staff might be strengthened and the school improved.

The examination returns of the year are as under:—

Name of School.	Anglo-Vernacular, Standards.	Number of Scholars examined.	Number of Scholars passed in						Percentage of Passed in all heads
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed in all Heads.	
High Schools maintained by the Department.									
Belgaum	I. to VI.	211	142	81	84	149	127	85	40
Dhárwár	Do.	222	149	98	77	153	113	83	37
Kárwár	Do.	186	93	71	37	111	82	48	25
		619	384	250	198	413	322	216	34
Maintained by Native States.									
Kolhápur	II. to VI.	316	209	105	119	240	197	157	49
Miraj	I. to VI.	141	86	63	33	87	83	54	38
		457	295	168	152	327	280	211	46
Aided by the Department.									
Belgaum London Mission... ...	I. to VI.	244	174	182	25	136	175	100	40
Total High Schools ...		1,320	853	600	375	876	777	527	39

56. **Sind.**—The Inspector shows an increase of two aided schools, one of which is a Mahomedan Madressa, while the other is a small school for girls which ought to have been included under Middle Schools. The increase in scholars is 89, aided schools showing an increase of 150, while the Government schools show a decrease of 61. The fee-receipts of Government High Schools have fallen from Rs. 14,351 to Rs. 14,284.

Government schools.

The Narayan Jagannath School at Karáchi has raised its attendance—from 400 to 403—and its fee-receipts—from Rs. 5,142 to Rs. 5,894. Mr. Mistri succeeded in passing 13 out of 14 candidates in the Matriculation and the Inspector gives a very good account of the annual examination.

The Hyderabad School shows a slight falling off in the attendance—from 338 to 336—and in the fee-receipts—from Rs. 5,579 to Rs. 5,430. Mr. Contractor passed 17 out of 22 candidates in the Matriculation, but the Inspector was not altogether satisfied with the results of the annual examination, although there was an improvement as compared with the previous year.

At Shikárpur the attendance has fallen from 228 to 166 and the fee-receipts from Rs. 3,504 to Rs. 2,960. This falling off is due to the competition of the aided school which charges lower fees. Mr. Pajnigara's higher classes did better in the annual examination than the corresponding classes at Hyderabad, but the results in the lower standards were reported to be unsatisfactory.

Aided schools.

The Inspector reports that the results were good all round in the aided schools, and that St. Patrick's School is the most efficient school in the Province, while the Grammar School still maintains its ground. The Grammar

School again passed a girl in the Entrance Examination of the University, but none of the candidates sent up by the Mission Schools or by private tutors were successful.

The examination returns were as under:—

Name of School.	Standards.	Number examined.	Number passed.								Percentage Passed under all Heads.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Sanitary Primer.	Needle work.	All Heads.	
Maintained by the Department.											
Karáchi	I.—VI.	276	260	176	84	236	257	23	...	201	72·8
Hyderabad	Do.	226	149	93	116	153	170	12	...	103	45·5
Shikárpur	Do.	139	77	50	67	73	116	19	...	44	31·6
Total ...		641	486	319	267	462	543	54	...	348	54·2
Aided by the Department.											
St. Patrick's School, Karáchi ...	I.—V.,VII.	125	117	121	...	120	79	...	...	114	91·2
Grammar do.	I.—VIII.	124	109	107	...	106	97	...	44	80	64·5
Convent do.	I.—VII.	82	75	79	...	77	74	...	82	67	81·7
European and Eurasian School, Manora	I.—III. V. & VI.	9	9	9	...	9	6	...	4	9	100·
Mission School, Karáchi	I.—VI.	90	74	75	9	67	79	...	...	52	57·7
Do. Hyderabad ...	I.—VI.	135	129	122	41	114	115	...	...	89	65·9
Madrasi Girls' School, Karáchi ...	I.—II.	27	25	26	...	10	23	...	27	19	70·7
Total ...		592	538	539	50	503	473	...	157	430	72·6
GRAND TOTAL ..		1,233	1,024	658	317	965	1,016	54	157	778	63·0

Middle Schools.

57. The general result of the year was an increase of 24 schools and 1,539 pupils. The number of Government schools has fallen from 29 to 26, while the attendance has dropped from 4,068 to 3,756, and the fee-receipts from Rs. 44,821 to Rs. 44,028. The decrease is caused by the amalgamation of the Belgaum School with the Sardárs' High School, by the transfer of the Sukkur School to the Municipality, and by the closing of the Kumpta School which the local authorities were too poor to support according to the requirements of the new Act. Arrangements for the transfer of the remaining Government schools are in progress. The number of Local and Municipal Board Schools has increased by three and there is one new school in a Native State. The bulk of the increase is in aided and unaided schools, and will be explained in the notices for each division. The general list for the year is as under:—

Middle Schools.

Division.	Maintained by the Department.				Maintained by Local Boards.				Maintained by Municipal Boards.				Maintained by Native States.				Aided by the Department or by Local or Municipal Boards.				Unaided.				Total.			
	1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Boys.																												
Central Division	10	1,828	10	1,712	31	949	15	488	.	...	22	628	6	214	4	180	24	1,810	25	1,792	6	602	10	976	77	5,403	86	5,776
North-East Do.	1	172	1	175	9	205	9	157	19	625	19	513	.	...	.	..	3	125	11	417	...	. .	...	...	32	1,127	40	1,262
Northern Do.	11	1,413	11	1,400	.	...	...	.	.	.	.	...	25	1,520	25	1,652	7	406	13	773	2	89	1	29	45	3,428	50	3,854
Southern Do.	4	358	2	329	25	571	22	530	14	596	12	416	16	803	19	936	6	199	8	411	...	...	4	384	65	2,527	67	3,006
Sind	2	227	1	61	9	452	1	11	...	...	10	664	...	...	...	..	10	419	8	427	...	...	1	49	21	1,098	21	1,212
Aden	1	70	1	79	...	...	..	...	...	...	...	-	.	...	...	...	...	...	.	...	...	....	...	...	1	70	1	79
Total ...	29	4,068	26	3,756	74	2,177	47	1,186	33	1,221	63	2,221	47	2,537	48	2,768	50	2,959	65	3,820	8	691	16	1,438	241	13,653	265	15,189
Girls.																												
Central Division...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	.	23	1,356	23	1,414	...	..	...	...	23	1,356	23	1,414
North-East Do.	...	...	...	..	...	...	...	...	...	. .	...	...	...	...	...	..	5	163	3	82	...	...	...	...	5	163	3	82
Northern Do.	...	...	...	...	...	...	..	...	...	...	...	...	...	...	..	...	3	61	6	100	...	...	...	...	3	61	5	100
Southern Do.	...	...	..	...	...	...	...	...	1	11	1	17	...	...	...	...	3	45	3	64	...	...	...	...	4	56	4	81
Sind	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	2	67	2	29	...	...	...	...	2	67	2	29
Total ...	...	...	...	...	...	...	...	...	1	11	1	17	...	...	...	...	36	1,692	36	1,689	...	...	....	...	37	1,703	37	1,706
Grand Total ...	29	4,068	26	3,756	74	2,177	47	1,186	34	1,232	64	2,238	47	2,537	48	2,768	86	4,651	101	5,509	8	691	16	1,438	278	15,356	302	16,895

58. **Central Division.**—The Central Division shows a net increase of 9 schools and 431 scholars. The Government schools are unchanged in number but show a decrease of 116 children and the fee-receipts have fallen from Rs. 30,829 to Rs. 30,808. The decrease in attendance is due to strict regulations imposed by the Inspector with the view of raising the entrance test and of preventing overcrowding. Mr. Kirkham reports that the Poona Camp School as usual passed an extremely good examination and that the few Mahomedan boys in the higher standard did as well as the Pársis and intend to join the High School:—

"The school at Pandharpur shows a little falling off in attendance owing to the establishment of a Private English School in the Orphanage Buildings at Pandharpur wherein boys are admitted free. But the school as usual passed a satisfactory examination. The school at Bársi also passed a satisfactory examination, but the number attending the school is still poor and quite unworthy of the large population (17,000) of this flourishing commercial centre. * * * I am not able to report the Kalyán School as in a satisfactory State. There has been a change of masters and it is possible it may do better this year, but I do not feel confident. * * * The five First Grade Anglo-Vernacular Schools in Bombay were examined in January 1886 by the Acting Educational Inspector, North-East Division, Mr. Sahasrabudhe. He found the Gokuldás Tejpál School in a very efficient condition on the whole, the arrangement of the classes good, and the discipline admirable. He thinks the school deserves to be raised to the rank of a High School. The Fort Branch School is also reported to be in a very efficient state. It presented six classes for examination, all of which except the 5th did extremely well under all heads. Mr. Sahasrabudhe considers these two schools to be model schools. As regards the Chandanwádi School he reports that the first class was sent up to the High School about the end of November 1885, that consequently only five classes were presented for examination, and that the results were fair on the whole. As to the Fanaswádi School he remarks:—'It is the largest of the 5 Government Anglo-Vernacular Schools. Its results were most brilliant. It secured the highest percentage of the passed pupils which reflects the greatest credit on the Head Master, Mr. Shantaram, who is a very old Servant of the Department.' * * * The Jagannáth Shankerseth School presented 6 classes for examination of which the results were satisfactory on the whole. The school is reported to be well managed by Mr. Paranjpe who is also a school-master of long standing in the Department. * * * The Government House School is supported by a subsidy paid by Government House into the treasury. It shows an increase of 5 in the numbers on its rolls. It made a fair appearance at its examination, though the heterogeneous elements of which it is composed makes it a difficult charge. The boys are receiving a useful education."

The examination returns of the Government schools just mentioned are given below:—

Name of School.	Standards.	Number examined.	Number passed.						Percentage passed.
			Mathematics.	2nd Head.		History and Geography.	English.	In all Heads	
				Vernacular.	Second Language.				
Maintained by the Department.									
Poona Camp	I. to III.	81	81	74	...	67	73	61	75
Pandharpur	I. to IV.	42	32	31	2	31	27	26	62
Bársi	I. to IV.	29	24	17	3	23	21	19	66
Kalyán	I. to V.	83	44	31	18	45	52	23	28
Fort Branch	I. to III.	173	161	131	...	155	137	103	60
Jagganáth Shankerseth...	I. to III.	173	165	124	...	138	136	105	61
Gokuldás Tejpál	I. to III.	172	153	119	...	149	134	94	61
Fanaswádi	I. to III.	285	266	239	...	229	227	186	65
Chandanwádi	I. to III.	178	156	134	...	133	117	89	50
Government House.	I & II.	9	7	5	...	1	5	1	11

The table first given shows that the number of Local Board and Municipal schools taken together rose during the year under review from 31 to 37 and that of scholars from 949 to 1,116. New schools were opened at Muncher and Jejuri in Poona, Akluj in Sholápur, Islámpur in Sátára, and Murbád, Dáhánu, Umbargaum, Máhim and Uran in Thána; while schools were closed at Andheri in

Thána and Goregaon and Revdanda in Kolába. The cost of the 15 District and 22 Municipal schools is shown at Rs. 7,517 against Rs. 6,795 in the previous year. The fee-receipts rose from Rs. 4,659 to Rs. 5,155, but the receipts from municipal and private contributions fell from Rs. 2,136 to Rs. 1,682, and there was a Government expenditure of Rs. 680 in the year under report.

"The majority of these Second Grade Anglo-Vernacular Schools, both Local Board and Municipal, are taught by young Matriculates and by old trained masters who have obtained certificates from the Inspector of competency to teach English. In a few exceptional cases in the absence of men thus fully qualified, the services of persons who have passed the First Class Public Service Certificate Examination, have been utilized. As a general rule these schools teach up to the Third Anglo-Vernacular Standard, but permission is given to teach the two higher Standards IV. and V. under special circumstances when the demand is genuine and the instruction in the higher standards is likely to be real. Such special permission was given last year to the school at Bassein, but no case has been sanctioned this year. With the exception of a few schools opened during the latter half of the year, and the Junnar School with which a large Private English School at Junnar was lately amalgamated, all the Second Grade Anglo-Vernacular Schools in the Division are reported to be in a fairly satisfactory condition."

The decrease shown in schools maintained by Native States is due to the closing of the school at Jath and of the Urawde School in the Bhor State. Mr. Kirkham's remarks on the four schools which remain are given later on in this report.

The examination results of the Second Grade Anglo-Vernacular Schools are as under :—

Name of School	Standards	Number of Schools examined.	Number of Scholars examined.	Number passed					Percentage passed.
				Mathematics.	Vernacular.	History and Geography.	English.	In all Heads	
Maintained by Local Boards									
Poona	I	1	12	8	8	6	2	1	8
Sholápur	III	1	21	18	19	17	15	13	62
Thána	III	6	112	65	83	69	70	59	53
Kolába	III	1	21	13	20	16	16	12	57
Bombay Gujaráti Schools	I	3	84	70	60	63	58	52	62
Bombay Marathi Schools	III	3	117	106	63	70	55	37	32
Total ..	I. to III	15	367	280	253	241	216	174	47
Maintained by Municipalities									
Poona	IV	5	128	91	70	60	47	35	27
Sholápur	III.	1	18	16	16	16	15	12	67
Sátára	III	4	74	62	51	54	56	38	51
Ratnágiri	III.	2	71	61	60	58	53	50	70
Thána	IV	5	87	61	51	46	45	35	40
Kolába	III	1	14	6	12	6	11	3	21
Total ...	I to IV.	18	392	297	260	240	227	173	44
Maintained by Native States	I to V.	5	139	105	105	83	95	71	51

The changes under Aided Schools are caused by the opening of three new schools—the American Mission School, Ratnágiri, the Potdár's School, Kándewádi, Bombay, and the Zenana Mission School, Kámátipura, Bombay—and by the closing of the Methodist School at Mázagaon and the S. P. G. School at Girgaon. Of the 48 schools now open 31 teach Anglo-Vernacular Standards and 17 European and Eurasian Standards (including 7 classed as "English-teaching"). The Inspector has not given any special remarks on the Jewish School or on Mr. S. S. Bengali's School for girls, but the general results of the year appear to be satisfactory. On the 14 Anglo-Vernacular Schools which were fully examined I quote the Inspector's remarks in full.—

"The girls' schools of the Zenana Mission presided over by Miss Bernard and her sisters are doing invaluable work in Poona. At the close of the year there were two Anglo-Vernacular Schools, one in the Civil Lines teaching up to Standard IV. and the other in the Kámátipura teaching Standard I. only, and 8 vernacular schools dotted about in various parts of the city. There is an aggregate of 540 girls on the rolls and the total amount of the grants awarded was Rs. 1,059. All the schools are well taught and thoroughly well supervised and appear to have won a large measure of confidence. Aided education has made a beginning in Ratnágiri where the Reverend Mr. Tedford of the American Presbyterian Mission has opened an Anglo-Vernacular School in the lofty and airy Mission-room with good prospects of success. The school did fairly well under examination and earned its first grant of Rs. 381-8-0. The two schools of the S. P. G. Mission at Dápoli are reported to be in a good condition both as regards numbers and efficiency. The results of examination of the Potdár's Anglo-Vernacular School, Kándewádi, Bombay, are reported to be indifferent, as the school was examined for the first time in the year under report. The Frámji Nassarwánji Anglo-Vernacular School, Khetvádi, and the Church Mission Society's Girls' School, Girgaon, Bombay, were examined by the Acting Educational Inspector, North-East Division, the results of their examination being reported to be satisfactory. Of the 14 schools of this class, the Free Church Mission School at Alíbág teaches the highest Anglo-Vernacular Standard VI. * * * The results measured in the usual way were not particularly good, but the tone of the school struck me as excellent and much of the work was intelligent and praiseworthy, though it lacked technical finish. I feel sure from the anxiety of the Head Master, the Revd. Mr. Navalkar, and his staff to profit by all the hints and criticisms dropped in the course of the examination, that the school will pass a much better examination technically on the next occasion. * * * I found the Alexandra Native Girls' Institution doing well and was extremely pleased with my visit. I noted however with regret that out of a total of 88 young ladies only two were Hindus. The Frere Fletcher School was in its normal condition of great efficiency as an educational institution though not conforming in all respects to our codes and standards. The school loses for a time, if not for good, the simply invaluable services of Miss Prescott who has been the life and soul of it from the beginning and who has exercised a beneficial influence over the girls and women in hundreds of native homes in Bombay during the last quarter of a century, which I am sure will never be lost or forgotten."

The examination returns for the aided schools under Anglo-Vernacular Standards are:—

Name of School.	Standards.	Number examined.	Number passed.					In all Heads.	Percentage passed under all Heads.
			Mathematics.	Vernacular and Classics.	History and Geography.	English.	Needle-work.		
Aided by the Department.									
Anglo-Vernacular School, Kirkee ...	I. to III.	6	4	5	1	4	1	...	17
S. P. G. Mission School, Dápoli ...	I. to IV.	58	51	47	37	38	24	...	41
American Mission School, Ratnágiri.	I. to III.	49	28	30	30	38	21	...	43
Free Church Mission School, Alíbág.	I. to VI.	77	43	42	29	58	17	...	22
American Mission School, Roha ...	I. to IV.	43	28	22	12	10	7	...	16
Frámji Nasarwánji School, Khetvádi	I. to III.	81	77	67	68	67	56	...	69
Potdár's Anglo-Vernacular School, Kándewádi, Bombay	I. to III.	27	16	10	10	14	4	...	15
Zenana Mission, Civil Lines, Poona.	I. to IV.	8	7	8	8	8	7	8	87
Zenana Mission, Kámátipura, Bombay	I.	2	1	2	2	2	1	2	50
All Saints' Orphanage, Dápoli ...	I. to III.	9	5	6	3	7	2	8	22
Church Mission Society, Girgaon ...	I. to III.	14	14	12	13	12	10	14	71
S. P. G. Mission, New Wádi ...	I.	7	3	4	1	4	1	...	14
A'darji Cáwasji, Dhobitaláv ...	I.	8	3	8	1	1	1	3	12
Khetvádi Jarthosti Girls' School ...	I.	15	12	11	5	9	8	11	20
Total ...		404	292	274	220	272	155	46	38

Eight of the schools teaching standards for Europeans and Eurasians were fully examined, and the results were better than in the previous year:—

"The examination of the Indo-British Girls' School, Sonápur, showed it to be in a satisfactory state, the instruction being patient and thorough, and the tone cheerful and good. The St. Ann's School, Poona, is doing excellent educational work under circumstances of considerable difficulty. The material is often of a quality difficult to mould. I thought some of the girls somewhat below par in point of physical condition, and I recommended

the lady in charge to give them as much out-door exercise as possible. The grant earned was, I am glad to say, a little larger than the last. I found the G. I. P. Railway Company's School at Lonávla in a highly satisfactory condition. The B B. & C I. Railway Company's School at Parel is doing good work up to Standard V. The Roman Catholic Schools at Bándra, *viz.* the St. Stanislaus Boys' School, the St. Joseph's Convent Girls' School and the School of St. Thomas, are all doing well. The Jesuit Fathers in St. Stanislaus have up-hill work with the material of which the classes are mainly composed, but they seem to bate no jot of heart or hope and are rewarded with very fair results The teaching in St. Joseph's Convent is excellent and the intelligence of the girls in the higher standards very striking. I noted the grammar of Standard VII. as particularly good. All the internal arrangements of this institution are admirable The Girls' School dedicated to the sacred hearts of Jesus and Mary, Lower Máhim, Bombay, was examined by the Acting Educational Inspector, North-East Division, and the results of his examination are reported to be satisfactory."

The examination returns for these schools were as under:—

Name of School.	Standards.	Number examined.	Number passed.					Needle-work.	Percentage passed.
			Mathematics.	English.	History and Geography.	2nd Language.	In all Heads.		
G I. P. Railway Company's School, Lonávla	I to VI.	37	34	37	26	5	32	16	86
St Stanislaus' School, Bándra ...	I to V.	155	148	145	99	...	129	...	83
St. Thomas' School, Bándra ...	I. to III.	79	69	65	44	...	45	...	57
St Ann's School, Poona ...	I. to III.	31	31	23	11	...	25	30	81
St Joseph's School, Bándra ...	I to VII.	230	217	217	143	6	194	227	84
Indo-British Institution, Sonápur ..	I. to V.	35	35	35	22	...	33	34	94
Girls' school dedicated to the sacred hearts of Jesus and Mary, Lower Máhim, Bombay	I. to IV.	65	61	55	32	...	41	61	63
B B & C. I. Railway Company's School, Parel	I. to V.	25	25	22	13	...	18	13	72
Total ...	.....	657	620	604	390	11	517	381	79

The increase under Unaided Schools is due to the addition of the Anglo-Portuguese School, Cavel, Bombay; the Central English School, Thána; the Anglo-Vernacular School, Kámátipura, Bombay; and the Chandanwádi schools in Bombay for boys and girls. Two of the ten unaided schools—the Bhendi Bázár and Khetvádi Schools—were examined and are reported to have improved in spite of the evils of overcrowding and of an inadequate staff of teachers.

59. **North-east Division.**—The Government school shows a slight increase in attendance, and the fee-receipts have risen from Rs. 1,642 to Rs. 1,800. The results obtained in the annual examination are reported to have been very satisfactory.

The number of schools maintained by Local and Municipal Boards is unchanged, but the Kopargaon School was closed and a new school was opened at Manmád. The total cost of these schools has risen from Rs. 8,594 to Rs. 9,945 and the cost to the Local Fund has risen from Rs. 178 to Rs. 1,662, while the Provincial grant for 1885-86 amounted to Rs. 1,643: on the other hand, the fee-receipts increased from Rs. 2,711 to Rs. 3,101. With regard to the Local Board schools Mr. Sahasrabudhe reports that the schools at Faizápur, Ráver and Jámner are not flourishing; and that the attendance is falling at Nevása and Akola; on the other hand, Ráhuri shows an improvement, and the schools at Vinchur and Satána are in a very efficient condition. As to the Municipal Boards, Mr. Sahasrabudhe reports well of the schools at Bhusával, Yával and Jalgaon. The schools at Sinnar and Sangamner are said to be fairly efficient and high praise is given to the schools at Yeola and Málegaon. The rest of the schools are not specially noticed, except that at Igatpuri which is reported to be in a declining state.

The list of aided schools has been increased by the registration of private schools at Nasirabad and Ahmednagar and of Mission schools at Saharanpur

(for boys and girls), Deoláli and Nándgaon. The list now includes 9 Anglo-Vernacular and 5 English-teaching schools. Mr. Sahasrabudhe states that the Anglo-Vernacular schools which were on our register before are in a fair state of efficiency, and that the new Mission schools are in a satisfactory condition. But the two private schools at Ahmednagar and Nasirabad are said to be too new to be in an efficient state. The examination results for all the Anglo-Vernacular Schools were as under :—

Name of School.	Standards.	Number examined.	Number passed.						Percentage of passed under all Heads.
			Mathematics.	Vernacular.	History and Geography.	English.	Needle-work.	Passed in all Heads.	
Maitained by the Department.									
First Grade.									
Ahmednagar	I. to III.	149	128	114	104	116	...	88	59
Maintained by Local Boards.									
Second Grade.									
Khándesh (2 schools)	I. to III.	28	24	20	18	20	...	15	53
Ahmednagar (3 schools)	I. to III.	65	47	38	39	36	...	29	44
Násik (3 schools)	I. to III.	42	42	40	39	39	...	38	90
Total ...	.....	135	113	98	96	95	...	82	60
Maintained by Municipal Boards.									
Second Grade.									
Khándesh (14 schools)	I. to IV.	291	228	217	181	204	...	144	49
Ahmednagar (1 school)	I. to III.	21	21	11	13	11	...	11	52
Násik (4 schools)	I. to IV.	117	101	86	88	79	...	69	58
Total ...	.....	429	350	314	282	294	...	224	54
Aided by the Department or by Local or Municipal Boards.									
Private English School, Nagar ...	I. to III.	58	25	21	16	21	...	7	12
Do. do. Nasirabad .	I. to III.	26	18	13	8	11	...	5	19
C. M. S.'s Anglo-Vernacular School, Nándgaon ...	I. to II.	9	9	9	9	7	...	7	77
Do. do. Saharanpur ...	I. to II.	14	14	13	13	11	...	11	78
Do. do. Camp Deoláli...	I.	3	3	3	2	3	...	2	66
C. M. S.'s Girls' Anglo-Vernacular School, Saharanpur	I.	7	5	7	5	4	5	4	57
American Mission Girls' Boarding School, Ahmednagar	I. to II.	16	12	14	9	8	12	7	43
Total ...	.....	133	86	80	62	65	17	43	32
Grand Total ...	.....	846	677	606	544	570	17	437	51

All of the 5 English-teaching schools appear to be doing well. These schools include the Mission School at Manmád, the St. Joseph's School at Igatpuri, and three schools for Europeans—the Railway schools at Bhusával and Igatpuri, and the Methodist School for girls at Igatpuri. All of the schools are reported to be efficient, but Mr. Sahasrabudhe gives particular praise to the Railway Schools.

"The management and discipline in both these schools was very good and the progress made by the Bhusával School was found to be very satisfactory. St. Joseph's and the Metho-

dist Church Day School were regularly examined by me. All the classes in the former did very well except the 5th Standard class. The latter was found to have greatly improved in efficiency."

The examination returns of these schools are as under:—

Name of School.	Standards.	Number examined.	Number passed.						Percentage of Passes under all Heads.
			Mathematics.	Vernacular.	History and Geography.	English.	Needle-work.	Passed in all Heads.	
Aided by the Department or by Local or Municipal Boards.									
St Joseph's English-teaching School at Igatpuri...	I to VI	34	32	27	15	23	...	23	67
G. I P. Railway Company's School, Igatpuri	I to VI	27	27	26	12	17	14	14	51
Methodist Church Day School, Igatpuri	I to VI	21	19	20	15	18	12	17	81
Total ...	.....	82	78	73	42	58	26	54	65

Mr. Sahasrabudhe reports that there are unaided schools at Pimpalgaon Baswant, Násik and Dhulia. The first has been registered for aid, the second is an old school of doubtful efficiency and the application of the third which is a new school is now under consideration.

60. **Northern Division.**—So far as secondary schools are concerned the Northern Division is in a very advanced condition. All of the Government schools are endowed or locally subsidized, and the number of aided schools has been largely raised since the allotment for grants-in-aid was increased by Government. The Native States maintain a number of good schools, and the second grade classes which we have to tolerate in the poorer districts of other Divisions have entirely disappeared from our Gujarát Zillas.

For the whole Division there is an increase of 7 schools and 465 scholars. There is a slight decrease in the attendance at Government schools, but the fees have risen from Rs. 8,151 to Rs. 8,324. Under Aided Schools there is an increase of eight schools with 406 children. Six of these schools are for boys and two for girls. Among the new schools are the small railway schools opened at Ghadechi under Bhávnagar for the children of the employés of the Bhávnagar-Gondal Railway, and at Ahmedabad for the employés of the B. B. & C. I. Railway. The six remaining schools are the Kapadvanj School which has been promoted from the "Unaided" list, and new Schools at Broach, Ámod, Jambusar, Godhra and Kathlal. I observe, however, that two of these schools should have been classed as Municipal schools. In Native States new schools have been opened at Porbandar and Rágásra, but as the Wadhwán City School has been raised to the High School list and the Dhoráji Class has been closed the number of schools remains unchanged.

On the results of the year Mr. Giles reports as under:—

"The efficiency of the schools is fairly shown by the examination tables. It will be seen that among the schools maintained by the Department, the Ahmedabad Branch School No. 1 has a very high percentage of 80 passed in all heads. The Bulsár School comes 2nd with 73 and the rest are fairly equal in merit, the Ránder School showing the worst figure. * * Of the aided schools, I examined the Sir Jamsetji Jijibhoy School, Mr Vakilna's School and both the aided girls' schools All the rest were examined by the Deputy Inspectors The results are uneven, but the total percentage is much inferior to that obtained by the Departmental schools Great care will be requisite in the examination of the small town schools which are now springing up, and I have had reason to believe that in some cases an insufficient test has been applied by the Inspecting Officer. I have taken measures to impress on the Deputy Inspectors the responsibility they are under as regards examinations on which money grants depend Of the Native State schools I examined those at Pálanpur, Bhávnagar and

Wadhwán Camp. The rest were examined by the Assistant Educational Inspector for Káthiáwár and the respective Deputy Inspectors. The percentage of merit is very high, and as tested by the four schools which I examined correctly so. The percentage of 100 obtained in the new Dhrol School looks amazing till it is noted that only 4 boys were presented for examination. The one school on the Unaided list, that at Dákor, was examined by the Deputy Educational Inspector, Kaira, and was found to be in an efficient state. Of the 2nd Grade schools three contain 20 boys, the other two less than 10. The Wadhwán Station, Bánsda and Dharampor schools are all fairly efficient."

The examination returns for Anglo-Vernacular Schools are as under :—

Name of School.	Standards.	Number examined.	Number passed.							Percentage of passed under all Heads.
			Mathematics.	Vernacular.	2nd Language.	History and Geography.	English.	Sanitary Primer.	In all Heads.	
Government.										
Rastamji's Anglo-Vernacular School, Bulsár	I. to V.	125	118	101	10	110	107	6	91	73
Do. do. Navsári ...	I. to IV.	99	84	79	...	82	73	..	60	61
Anklesvar	I. to V.	53	49	25	12	39	35	4	29	55
Kaira	I. to III.	50	44	40	...	41	30	...	29	58
Viramgám	I. to IV.	42	34	34	...	31	40	...	27	64
Camp Deesa	I. to V.	25	20	23	4	23	21	3	15	60
Branch School, Surat, No. I. ...	I. to III.	272	246	217	...	225	233	...	163	60
Ahmedabad Branch School No. I ...	I. to III.	121	113	111	...	116	116	...	97	80
Do. No. II....	I. to III.	133	92	106	...	110	113	...	73	55
Dholka	I. to III.	34	30	27	...	27	31	...	22	65
Ránder	I. to III.	27	22	21	...	21	18	...	14	52
Total ...	...	981	852	784	26	825	817	13	620	63

Name of School.	Standards.	Number examined.	Number passed.							Percentage of passed under all Heads.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Sanitary Primer.	Needle-work.	In all Heads.	
Aided.											
Sir J. J. School, Surat ...	I to V. ...	104	60	70	18	62	62	...	...	32	31
Jehangirji M. School, Surat	I to III. ...	58	41	36	...	23	27	...	...	17	29
Abrama	I to IV. ...	27	21	20	...	21	22	...	...	16	59
Chikhli	I to IV. ..	32	30	31	...	28	26	...	...	24	75
Umreth	I to III. ...	54	45	41	...	45	49	...	...	34	63
Mahuda	I to III. ...	34	30	23	...	23	14	...	...	12	35
Kapadvanj	I to III. ...	33	30	26	...	26	25	...	...	21	64
Kathlal	I ...	19	18	14	...	14	11	...	...	10	53
Vidya Vardhak School, Amod	I to III. ...	17	13	12	...	7	10	...	...	5	29
The Mahajan School, Jambusar	I to II. ...	26	21	18	...	20	19	...	...	11	42
Lok Hitechhu Sabha School, Broach	I to III. ...	43	39	33	...	27	32	...	...	24	56
Godhra	I to III. ...	32	29	31	...	28	26	...	...	25	78
Jehangirji Girls' School, Surat	I to II. ...	11	10	9	...	7	10	...	10	7	64
Mission Girls' School Surat,	I to III. ...	10	10	9	...	9	9	...	10	8	60
Total ...	...	500	403	379	18	340	342	...	20	246	49

Name of School.	Standards.	Number examined.	Number passed.								Percentage of passed under all Heads.
			Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Sanitary Primer.	Needle-work.	In all Heads.	
Native States.											
Bhávnagar	I to III. ...	241	233	208	...	212	214	...	...	181	75
Limbdi	I to IV. ...	59	55	58	...	52	53	...	...	48	81
Morvi	I to IV. ...	59	57	52	...	58	52	...	...	45	76
Mahuva	I to III. ...	37	35	32	...	35	32	...	...	28	76
Gondal	I to IV. ...	73	67	60	...	60	58	...	...	48	66
Vala	I to III. ...	14	14	12	...	13	13	...	...	11	78
Dhrángadhra	I to III. ...	26	18	17	...	15	15	...	...	12	46
Porebandar	I to III. ...	15	13	10	...	10	10	...	...	9	60
Dhoráji	I to III. ...	28	27	21	...	23	25	...	...	20	71
Bhúj	I to III. ...	84	62	55	...	62	63	...	...	38	45
Mándvi	I to III. ...	30	29	30	...	26	26	...	...	21	70
Pálanpur	I to IV. ...	44	41	40	...	39	39	...	...	37	84
Prince of Wales' School, Rádhanpur	I to IV. ...	24	22	19	2	18	21	...	...	16	67
Lúnáváda	I to III. ...	17	13	15	...	13	14	...	...	12	71
Nándod	I to IV. ...	31	26	24	...	25	25	...	...	21	68
Jetpur	I to II. ...	19	19	19	...	17	18	...	...	16	84
Dhrol	I. ...	4	4	4	...	4	4	...	...	4	100
Khambhalia	I to III. ...	16	15	15	...	14	14	...	...	13	81
Káthiáwár, 2nd Grade ...	I to III. ...	42	35	36	...	30	20	...	...	24	57
Surat Agency, 2nd Grade.	I to IV. ...	41	31	32	1	32	28	...	...	26	63
Total ...	...	904	816	759	3	758	750	...	...	630	70
Inspected.											
Dákor	I to IV. ...	27	24	22	2	22	26	...	...	21	74
Grand Total ..	...	2,402	2,095	1,944	49	1,945	1,942	13	20	1,517	63

On the schools for Europeans and Eurasians Mr. Giles reports as under :—

"I examined all the schools and found them doing useful work. Looking to the examination table appended, the material appears very scanty in the case of the last two schools, but each contained a small infants' class. These schools also are worked under the greatest disadvantages from the frequent transfer of the parents of the children. The Baroda School affords instruction to the children of railway employés and of the Europeans in the employ of the Gáikwád, and is a well managed and efficient school. Some of the railway children attend the Lawrence Asylum School at Abu, but it is to be hoped that a separate railway school will soon be erected which will accommodate all the European and Eurasian children who are now scattered about the lines of railway and who in some cases get no education at all."

The examination returns for the European and English-teaching schools are as under :—

Name of School.	Standards.	Number of Scholars examined.	Number passed in each Subject.					Needle-work.	Percentage of passed under all Heads.
			Mathematics.	English (Reading.)	Writing.	History and Geography.	Passed in all heads.		
St. Joseph's School, Ahmedabad . . .	I to IV.	16	12	13	15	5	8	1	50
Anglo-Indian Girls' School, Camp Baroda	I to V. .	19	16	18	16	9	14	7	74
Railway Girls' School, Ahmedabad ..	I to III. ...	8	7	8	8	4	6	4	75
Railway Girls' School at Ghádechi	I to III.	5	5	5	5	3	5	3	100
Grand Total .	...	48	40	44	44	21	33	15	69

61. **Southern Division.**—In the Southern Division there is an increase of two schools and 504 scholars. The Government school at Kumpta has been closed, and the Belgaum School has been amalgamated with the Sirdárs' High School. The two Government schools that remain are at Hubli and Bijápur The Inspector reports that :—

"The School at Hubli is doing well under Mr. Bhatkande. The numbers rose from 143 to 154, but the fee-receipts fell from Rs. 796 to Rs. 743. The school was examined in October last and passed a satisfactory examination. The school at Bijápur, under Mr. Kirtane, shows a very large increase both in numbers and fee-receipts. The former rose from 63 to 175, and the latter from Rs. 849 to Rs. 2,012. Owing to fresh admissions the examination results were not as satisfactory as they should have been. The school accommodation is good, but the teaching staff requires to be strengthened."

The attendance in the English classes attached to Local Board Schools has fallen from 571 to 530 and the schools at Shindgi in Bijápur and at Bailhangal and Murgod in Belgaum have been closed. The 22 schools which remain cost Government Rs. 301 and the Local Boards Rs. 2,812 :—

"Of the 22 schools 7 are in Belgaum, 11 in Dhárwár, 1 in Bijápur and 3 in Kánara. Some of these schools are under Matriculates, and the rest under teachers holding 1st Class Public Service certificates. All these schools were examined by the Deputy Inspectors and have been well reported on, the percentage of passed students under all heads being 56·6. During my tour, I inspected the schools at Mulgund in Dhárwár, at Honore and Ankola in Kánara, and at Kittur in Belgaum, and was satisfied with them."

A new school has been opened by the Municipality at Kumpta, but the schools at Bijápur and Navalgund have been closed, and the school at Gadag has been wrongly counted under aided schools. Mr. Patwardhan reports that nearly all of the Municipal schools are flourishing :—

"All these schools were examined by the Deputy Inspectors, and the results recorded by them are satisfactory; the percentage of passes in all heads being 61·6 in boys' and 42·8 in girls' schools. I visited the schools at Nipáni and Athni in Belgaum, at Háveri, Byádgi, and Ránebennur in Dhárwár, at Bágalkot in Bijápur, and at Sirsi, Kumpta, Haliyál, and Kárwár (girls) in Kánara, and was pleased with all of them, except those at Ránebennur and Haliyál. The example set by the Municipality of Gadag in raising its 2nd Grade Anglo-vernacular school to the rank of a 1st Grade school will soon be followed by the Municipality of Bágalkot, where the existing 2nd Grade Anglo-vernacular school is in a very efficient state, and is attended by 50 pupils. The 2nd Grade schools at Athni and Sirsi are also in a flourishing state and the municipalities sooner or later will have to raise them to 1st Grade schools. The Girls' school at Kárwár is doing well under Miss. Kamsika, the needlework being particularly good."

In the Native States of the Southern Division three new classes have been opened in Kolhápur, Miraj and Jamkhandi, and the attendance return shows a large increase. Mr. Patvardhan reports that the school at Sángli contains 228 pupils and teaches up to Matriculation. The accommodation for this school is said to be good, but the teaching staff is underpaid and inadequate and will continue so as long as the fee rate remains at 2 annas a month for all standards :—

"Next to Sángli are the schools at Jamkhandi and Mudhol, with 109 and 94 pupils A nominal fee of one anna is charged for all standards in both these schools. The schools were examined in December last, but I was not quite satisfied with their performance. Both the schools are well housed. The teaching staff at Jamkhandi is adequate, but that at Mudhol is inadequate and underpaid. Bámdurg comes last and contains 64 pupils. Mr. Bhanap examined this school and has submitted a very satisfactory report as regards its efficiency and accommodation. Of the 15 2nd Grade schools, 7 are in Kolhápur, 2 in Miraj, 3 in Sángli, 1 in Jamkhandi, and the remaining two at Savanúr and Kurundvád. They are attended by 441 pupils including 19 Musalmans. All these schools were examined by the respective State Deputy Inspectors, except those at Savanúr and Gudgeri (Miraj) which were examined by the Deputy Inspector, Dhárwár, and the results recorded by them are satisfactory, except of the schools in Sángli and Jamkhandi; the percentage of passes varying from 65 to 88. I visited the schools at Kágal, Kurundvád, Shirol, Lakshmeshvar, and Savanúr and was favourably impressed with them, except Shirol.

The new aided school is a school at Muddebihál which has been started by a Committee of native gentlemen. Mr. Patvardan reports this new school to be in a fair state of efficiency. He also reports favourably on the Basel Mission school at Dhárwár and on the Native school at Karki in Kánara.

The following Table gives the results of the Examinations :—

No.	Name of School.	Anglo-Vernacular Standards.	Number of Scholars examined.	Number of Scholars passed in						Percentage of passed in all heads.
				Mathematics.	Vernacular.	Second Language.	History and Geography.	English.	Passed in all heads.	
	Government.									
	Bijápur	I to V. ...	133	81	91	...	63	58	31	23·
	Hubli	Do. ...	104	81	88	...	72	73	49	47·
	Total ..		237	162	179	...	135	131	80	33
	LOCAL BOARDS.									
7	Belgaum, 2nd Grade	I to III. ..	136	110	107	...	95	90	78	57·
11	Dhárwár do.	Do. ...	136	106	93	...	91	92	77	56·
1	Bijápur do.	Do. ..	10	5	4	...	4	4	3	30·
3	Kánara do.	Do. ...	71	56	52	...	60	49	42	59·
	Total ...		353	277	256	...	250	235	200	56
	MUNICIPAL BOARDS.									
5	Belgaum, 2nd Grade	I. to III. ...	136	119	116	...	118	105	98	72
3	Dhárwár do.	Do. ...	52	34	34	...	28	35	23	55·
1	Bijápur do.	Do. ..	45	11	35	...	35	33	26	57
4	Kánara do.	Do. ...	78	62	62	...	58	63	42	54
	Total ...		311	226	247	...	239	236	189	60·
	NATIVE STATES.									
	Sángli	I to VI. ..	164	76	63	39	78	106	41	25·
	Mudhol	I. to V. ...	66	26	37	...	38	39	20	30·
	Jamkhandi	Do. ..	76	63	34	..	38	50	18	23·
	Rámdurg	I. to III. ...	27	20	24	...	24	24	19	70
	Total ..		333	185	158	39	178	219	98	29
7	Kolhápur, 2nd Grade	I. to III. ...	132	125	105	...	115	118	95	71
2	Miraj .. do.	Do. ...	26	23	26	...	24	24	23	88·
3	Sángli do.	Do. ..	80	47	35	...	36	37	23	28·
1	Savanúr do.	Do. ...	26	21	19	...	21	20	17	65
1	Jamkhandi do	Do. ..	20	12	14	...	14	11	6	30
1	Kurundvád do.	Do. ...	23	23	18	...	19	23	17	73
	Total .		307	254	217	...	229	233	181	58·
	AIDED.									
	Dhárwár German Mission... ...	I. to V. ...	70	46	56	...	44	42	28	40
	Gadag Municipal	Do. ...	35	15	21	...	20	14	6	17
1	Muddebihál, 2nd Grade	I to III. ...	15	9	11	...	9	9	7	46·
1	Karki do.	Do. ..	14	10	10	...	13	8	6	42
	Total ...		134	80	98	...	86	73	47	35
	Total, Middle Class Schools ...		1,675	1,184	1,155	39	1,117	1,127	795	47

The schools for Europeans in the Southern Division are four in number. The largest is St. Mary's School at Belgaum with 29 pupils. This was once a very flourishing school, but has fallen off of late. The Inspector examined the school in November and reports the results to be poor, but adds that the Chaplain of Belgaum, who is the Manager of the school is taking steps to place matters upon a better footing. The second school is Miss Murray's School at Belgaum with 17 children on the roll. The results of the annual examinations are said to have been good on the whole but the school is in need of furniture and apparatus. The third school is a girls' school at Dhárwár which is attended by 18 children, and succeeded in passing 6 out of 8 presented for examination. The four English-teaching schools, the Convent Schools for boys and girls at Belgaum, the Portuguese School at the same place, and the St. Joseph's School at Dhárwár, are all said to be well managed. The examination returns for these schools are as under :—

Name of School.	Standards.	Number of scholars examined under Standards.	Number of Scholars passed.						Percentage of passed in all Heads.
			Mathematics.	English (reading.)	Writing.	History and Geography.	Needle-work.	Passed in all Heads.	
St. Mary's School, Belgaum ...	I to VI.	14	10	13	12	7	5	7	50
Convent Boys' School do. ...	I to III.	20	18	19	17	8	...	15	75
Do. Girls' School do. ...	I to II.	12	11	12	12	5	9	11	91
Miss Murray's School do. ..	I to VI.	20	18	17	19	9	8	15	75
Portuguese School do. ...	I to IV.	9	8	9	9	6	...	7	77
European School, Dhárwár ...	II to V.	8	8	8	6	8	8	6	75
St. Joseph's School, do.	I to III.	5	5	5	5	4	4	5	100
Total ...	...	88	78	83	80	47	34	66	75

Under Unaided Schools come the three private schools at Dhárwár, Belgaum and Kolhápur, with 119, 95, and 158 pupils respectively. There is also an English class of 12 boys at Yadihalli in Bijápur lately established by the Desái of the place for the benefit of his children. The school at Belgaum applied for aid in 1885, but was refused on the ground that the older schools which we support are able to accommodate all the pupils who wish to learn English. The Dhárwár school was examined in October, but failed to obtain a grant as the Inspector was not satisfied with the attendance registers.

62. **Sind.**—In Sind the number of Schools remains unchanged, but the attendance has risen from 1,165 to 1,241. The increase in the number presented in the annual examinations was 96 and Mr. Jenkins reports that the results showed a slight improvement. The school at Sukkur has been transferred to the Municipality so that the school at Tatta is the only Government school that remains to us. The fee-receipts at Tatta have risen from Rs. 297 to Rs. 339. The examination returns of the schools of the middle class show the following results :—

Name of School.	Standards.	Number examined.	Number Passed.								Percentage passed.
			Mathematics.	Vernacular or writing.	Second Language.	History and Geography.	English.	Sanitary Primer.	Needle-work.	All Heads.	
Government.											
Tatta	I to IV.	36	36	26	7	35	33	...	...	30	83
Municipa .											
Sukkur	Do.	125	118	77	42	100	106	...	...	84	67
Karáchi, 2nd Grade	Do	79	71	67	4	61	63	...	...	45	59
Hyderabad do. ...	I to III...	59	50	55	...	53	50	...	...	41	69
Thar and Párkar do. ...	I to II ...	8	8	7	...	6	8	...	...	6	75
Shikárpur do. ...	I to IV ...	189	171	157	15	168	169	...	...	148	78
Upper Sind Frontier 2nd Grade ...	Do. ...	21	9	17	2	12	14	...	...	4	19
Total ...	...	356	309	303	21	300	304	...	...	244	69
Aided.											
Proprietary School, Shikárpur	I to V ...	103	69	63	23	52	74	1	...	36	34
European and Eurasian School, Hyderabad ...	I to IV ...	8	8	8	...	5	8	...	5	8	100
European and Eurasian School, Sukkur ...	Do. ...	22	20	22	...	9	22	...	2	20	98
European and Eurasian School, Kotri ...	Do. ...	15	14	15	...	6	15	...	7	10	66
Total ...	...	148	111	108	23	72	119	1	14	74	50
Karáchi, 2nd Grade ...	I ..	5	5	5	...	...	5	...	...	...	...
Hyderabad do. ...	I to III...	243	207	217	...	190	208	...	...	166	68
Sukkur do. ...	Do.	2	2	2	...	2	2	...	...	2	100
Total ...	...	250	214	224	...	192	215	...	...	168	67
Total Middle Class Schools	...	915	788	738	93	699	777	1	14	600	65

Schools for Europeans and Eurasians.

63. The number of European and Eurasian children at school has risen from 3,141 to 3,288, and I have already shown that the results obtained at the annual examinations were satisfactory. Separate returns for the schools will be found in General Tables III, IV and V and in Subsidiary Forms 2 and 3, which are printed at the end of this report. So far as European schools are concerned, the most important event in the history of the year has been the publication of a new Code by the Government of India. With respect to this Code—

"The Governor General in Council trusts that it will be introduced in the schools of all provinces at the earliest possible date. If in any case it is still thought desirable to postpone the application of the Code to existing schools for more than one year from date, the Government of India wishes to be informed of the fact, and of the reasons which in the opinion of the Local Government render this course necessary."

The new Code offers favourable terms to the lower schools which are most in need of help, but the great advantage of the Code is the provision made for the training of teachers. Our numbers in Bombay are too small to warrant the establishment of separate Training Colleges, but with a uniform system throughout India we could make use of Central Colleges aided by the Government of India, and our teachers and school managers would benefit by the greater field which would be opened to them under an Imperial instead of a Provincial system. As to the interests of parents and school boys, the advantages of uniformity are forcibly expressed by the Government of India :—

"Generally on the question of standards, the Governor General in Council adheres to the opinion already expressed, that there is no sufficient reason for admitting provincial diversities. The class of pupils and the kind of schools are practically the same everywhere; and though there may be reasons for varying, on local considerations, the amounts of grants, the standards of instruction ought to be uniform. Were this otherwise, the results might be disastrous in the case of the children of Railway employés and others who are liable to be moved from province to province. * * * * The views of those Local Governments which desire to make the study of the vernacular compulsory have been met by the note to subject (10), Standards V to VII, of Schedule I; and in arithmetic different standards have been allowed for boys and girls from the fourth standard upwards. Beyond this His Excellency in Council can see no reason for admitting a lower standard in the case of girls. As a matter of fact, the girls in Bengal have in both English and History far surpassed the boys in the examinations, while in the North-West Provinces and Central Provinces they are at least as far advanced."

The new Code is already in force throughout the whole of India except Madras and Bombay; and in making appointments to Government service preference is to be given to candidates who have passed the final standard as now prescribed, so that boys who have passed the entrance examination of the University will not have equal chances with those who are educated under the auspices of the Supreme Government.

"The Governor General in Council is not prepared to accept the proposal of the Conference, that the standard of final examination in High Schools should be left to be laid down by the Local Governments. The Government of India has already expressed itself strongly desirous of raising the course of study in European Schools and diverting it into more practical channels. It has said that it cannot accept the University Entrance Examination as a proper final standard for education of this class, and it is not prepared now to adopt a proposal the certain effect of which would be to make the University Entrance Examination the sole and general standard, without even the very moderate improvements which are now incorporated in the existing Schedule A. On a careful consideration of various methods of securing the ends which the Government of India has in view, the Governor General in Council is disposed to alter the Code so as to leave it optional to the Local Governments to aid by fixed grants, as they may deem desirable, those institutions which while doing some good work are able only to teach up to the University Entrance or other similar standard, confining the instruction grants under the Code to the subjects set forth in the present Schedule B, slightly revised and amended. Schools following the University course might be classed as 'High Schools—B' in all Statistical Returns under the Code, "High Schools—A" being understood to be those schools which teach up to the Code Standard, and work under its ordinary provisions. This arrangement, while not interfering suddenly or unduly with existing arrangements, will stimulate the schools to turn their attention to the style of education likely to be most useful to their advanced pupils hereafter. Instructions will also be issued to the various Departments of Government in making appointments to Government service to give preference, when the choice lies between passed pupils of European High Schools, to candidates who have passed the final standard as now prescribed, and in all other cases to recognize passing by the standard as equivalent to passing the Entrance Examination of the Calcutta or Punjab Universities. Local Governments will be requested

to issue similar orders. The necessary changes have been made in the Code attached to this Resolution; but the Governor General in Council is prepared to consider any valid objections to the scheme that may be put forward by the Local Governments."

The standard of final examination accepted by the Government of India for European schools appears to be as under:—

For boys only.	For girls only.
Compulsory subjects.	
1. English—A play of Shakespeare and a work of a standard prose-writer, with a Manual of English Literature.	1. The same.
2. French or German or an Indian vernacular ...	2. The same.
3. Arithmetic and book-keeping	3. Arithmetic.
4. Mathematics—Algebra up to quadratic equations; Euclid, Books I-IV, with easy deductions; mensuration.	4. The History of England and of India.
5. Political Economy; General and Physical Geography.	5. Domestic Economy; General and Physical Geography.
Optional subjects.	
6. Geometrical Drawing	6. Free-hand drawing.
7. Elementary Physics	7. Music (as in the final examination for pupil-teachers Schedule II).
8. Elementary Chemistry	8. Botany.
9. An Indian vernacular if not taken up as a compulsory subject.	9. The same.
10. The History of England and of India	

The Study of English and Classical Languages.

64. The number of pupils learning English in Colleges and schools of all classes is 40,007 against 37,582 in the previous year. In the same way the number of pupils learning a classical language has risen from 14,069 to 17,814. The number for each language is given in the subsidiary forms printed at the end of this report.

Primary Schools (Boys').

65. The number of primary schools for boys has risen from 5,908 to 6,593 and the attendance from 375,049 to 391,680. These figures do not include the rough estimates of 2,964 schools and 70,140 children which are entered on pages 16 and 17 of this report. It would look well to include these estimates and to swell our expenditure returns by a guess at the fees and other receipts of unrecognized schools, but if we desire to have our statistical tables as accurate as they should be, it is better to include schools gradually and only when they are ready to submit returns and we are able to provide funds for their inspection and encouragement. The heading for unaided schools was added last year by my orders and for the benefit of schools which send in the prescribed returns but are too late for a grant. Next year these schools will have passed to the list of aided schools and their places in the unaided list will be taken by other schools that are late in applying for registration.

Primary Schools (Boys').

Division.	Maintained by the Department.				Maintained by Local Boards.				Maintained by Municipal Boards.				Maintained by Native States.				Aided by the Department or by Local or Municipal Boards.				Unaided.				Police Schools in British Districts.				Total.			
	1884-85.		1885-86.		1884-85.		1885-86.		1884-85		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division	2	363	2	264	1,078	68,474	1,060	67,411	10	1,684	126	15,480	163	7,494	173	7,704	129	7,838	221	11,321	34	2,002	9	967	10	413	6	310	1,426	88,208	1,597	93,447
North East do.	...	..	...	...	849	44,350	821	34,579	5	661	84	10,152	...	...	...	...	98	2,306	96	2,415	...	...	...	...	4	186	4	178	956	47,503	1,005	47,324
Northern do.	2	214	3	346	894	66,023	874	53,586	...	...	91	14,465	974	58,093	1,025	59,467	36	2,899	46	3,128	1	66	1	51	8	345	6	361	1,915	1,28,210	2,046	1,31,398
Southern do.	...	..	1	140	795	66,159	921	59,881	...	...	91	11,125	247	20,485	367	21,579	146	4,121	217	5,069	...	...	5	81	6	233	3	191	1,294	90,998	1,605	98,066
Sind	...	..	1	66	260	16,294	213	9,707	2	334	68	7,826	...	...	...	...	51	3,126	53	3,591	..	...	2	74	1	11	...	...	314	19,815	337	21,264
Aden	3	315	3	181	...	...	...	...	...	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	..	...	..	...	3	315	3	181
Total ...	7	892	10	997	3,876	2,61,900	3,889	2,15,158	17	2,729	460	59,048	1,484	86,072	1,565	88,750	460	20,290	633	25,524	35	2,048	17	1,163	29	1,188	19	1,040	5,908	3,75,049	6,593	3,91,636

66. **Government Schools.**—The ten schools under this heading consist of the practising or model schools attached to the Training Colleges at Poona, Ahmedabad, Dhárwár and Hyderabad, and of schools in stations such as Aden, Baroda and Deesa. The practising school at Poona has not as large an income from fees as used to be the case and the schools at Ahmedabad and Dhárwár are said to be badly located. But all of the schools are efficient in their way.

67. **Local Board Schools.**—A statement showing the receipts and disbursements of the Local Boards will be found in Appendix K, and in the same place will be found the remarks of the Presidents of the Boards. The transfer of schools to the Municipalities has made it difficult to compare the results of the year with those recorded for 1884-85, but in the Local and Municipal schools together there is an increase of 456 schools and 9,577 children. The return showing the occupations of the parents of boys attending the Local Board Schools is appended :—

Table showing the Occupations of the Parents of Boys attending Local Board Schools.

	Second Grade Anglo-Vernacular Schools.				Vernacular Schools.			
	Sons and Relations of People classed as				Sons and Relations of People classed as			
	Agricultural.	Partly Agricultural.	Non-Agricultural.	Total.	Agricultural.	Partly Agricultural.	Non-Agricultural.	Total.
Central Division	41	191	256	488	19,662	18,655	19,249	57,566
North-East do.	5	81	71	157	12,274	10,848	11,457	34,579
Northern do.	...	...	...	...	27,056	9,450	15,286	51,792
Southern do.	141	48	341	530	27,371	9,892	22,618	59,881
Sind	2	...	9	11	2,150	1,977	5,580	9,707
Total ...	189	320	677	1,186	88,513	50,822	74,190	2,13,525

The next table, which includes the girls' schools belonging to the Local Boards, shows the use which the cess-payers make of their schools :—

Table showing Boys and Girls in the Cess Schools with the proportion which the Children of Cess-payers bear to the whole number on the Rolls.

	Second Grade Anglo-Vernacular Schools.			Vernacular Schools.		
	Total Number on Rolls.	Cess-payers.	Proportion per cent.	Total Number on Rolls.	Cess-payers.	Proportion per cent.
Central Division ...	488	299	61	58,613	41,604	71
North-East do. ...	157	80	50	35,437	23,863	67
Northern do. ...	...	...	...	55,714	43,267	77
Southern do. ...	530	422	79	62,142	41,925	67
Sind	11	2	18	9,707	3,745	38
Total ...	1,186	803	67	2,21,613	1,54,404	69

68. **Local Boards, Central Division.**—Mr. Kirkham reports that the want of funds that has so long retarded progress has to some extent been relieved by the transfer of schools to the charge of the Municipalities, but that there were so many deficiencies to be made good in the existing schools that he has not done as much as he had hoped in the way of extension :—

"Considerable expenditure has, however, been made in aiding the rural indigenous schools."

And he is able

"to report a net increase of 171 schools and 5,239 scholars, wholly due to Local Board Schools and aided indigenous schools, allowing a small percentage for the natural development of Native State Schools."

Ratnágiri contributes most to the increase of the year; but every district has made some progress. Every effort is made to adapt the curriculum of the Local Board Schools to the real practical wants of the people.

"Much attention is paid to Modi writing and to Mental Arithmetic, and the villagers keenly appreciate proficiency in these subjects in their children. I believe also that geography and Poetry are better appreciated than formerly. Exhibitions of Modi writing were again held at Thána and Alíbág and were voted a decided success. As regards the value of school committees, I am glad to hear that in the Kolába District there are signs of real interest beginning to be apparent on the part of some committees, and no doubt as time goes on the tendency of the working of the Táluka Boards, when once they have settled down to real work, will be to weed out useless members from the committee lists, and to confide the schools only to those who are prepared to devote some time to the work of supervision."

Mr. Kirkham reports that 140 applications for new schools were received by the Boards and that 88 of them were complied with. The Inspector also promises to improve his old schools :—

"It will be necessary for us in future to keep clearly in view the ideal which has been distinctly aimed at for many years past of a comparatively small number of well equipped and well officered schools maintained wholly out of public funds and placed in such situations as will enable them to serve as model schools to the largest possible circle of aided schools working up to the level of efficiency placed before them for imitation."

69. **Local Boards, North-East Division.**—Mr. Sahasrabudhe reports that the number of marriage ceremonies which occurred in March prevented any increase in the number on the rolls at the end of the year, but he shows a considerable improvement in the monthly number on the rolls and in the average attendance for the 12 months. He adds that with the relief obtained by the transfer of Municipal Schools he has been able to improve the Local Board Schools, and he promises to do more in this direction now that he has finished the task of settling the details of the transfer to Municipal Boards. Mr. Sahasrabudhe reports that the abolition of the admission fee has not affected the fee-receipts in the villages, but he advocates the re-imposition of the fee in schools within municipal limits. As to the efficiency of the schools the returns for Khándesh are the best, and the Inspector is not satisfied with the results obtained under the two highest standards in Ahmednagar and Násik. Mr. Sahasrabudhe has paid great attention to the reading and writing of Modi, and continues to give particular care to the lower standards :—

"The efforts that were made during the last two or three years to improve the condition of the lower classes in primary schools by reducing the amount of the Ujalni tables and distributing them over the first three standards, by supplying schools with wall-pictures, arithmeticons and form-boxes, and by instructing masters to give object lessons and relate interesting stories to small children, have borne fruit. Although all masters did not and could not understand the spirit of what they considered to be innovations, yet the intelligent of the class, especially masters of big schools, have taken to it and have made a beginning in that direction. In my late tour I noticed in schools under energetic masters, boys taking a lively interest in these subjects and seeming joyous and full of spirits, and I was pleased to find my questions most intelligently answered. As only a few of the schools were supplied with wall-pictures two experienced masters in the Násik District undertook to prepare them and had a large stock of them turned out in Bombay. Consequently every Local Board school, large as well as small, was supplied during the year with a set of seven boards with 71 pictures of different animals. Other sets of boards with pictures of familiar flowers and

fruit and implements of husbandry and mechanical arts are under preparation and will be ready for distribution during the current year."

With regard to School Committees Mr. Sahasrabudhe maintains the same views as expressed last year about their usefulness in a variety of ways, and his remarks are borne out by the experience of his Deputies.

70. **Local Boards, Northern Division.**—In the Northern Division Mr. Giles took advantage of the relief caused by the transfer of Municipal Schools, to raise all branch schools or classes to the status of independent schools, to increase the pay of the worst paid teachers, to restore salaries and allowances which had been withdrawn from want of funds, to provide trained first assistants in the larger schools with classes under the higher standards, to make adequate provision for aiding indigenous schools and to increase the allotments for the training colleges. He was also able to arrange for the opening of some new schools.

On the work of the year Mr. Giles remarks as under :—

"The year has been a quiet one and the season good. The average attendance in schools has no doubt been affected by the fact that this has been a great marriage year, as during the last year no marriages were celebrated except in one caste of Kunbis. As I have already pointed out, most of the schools which appear as new creations existed in embryo as classes and the increase in the numbers is therefore due to increased efficiency of existing institutions, and is so far a matter for satisfaction. It is not yet possible to estimate with any degree of certainty the work of the Táluka Boards under the Amended Act I. of 1884. They at present perform much the same duties as the old boards with the additional duty of supervising public works. The actual administration of schools remains with the Department, but the opinions of the Boards are useful as deciding the location of a school, and will become more so as they gain experience. Some of the Boards submitted very sensible proposals for the budgets of the year 1886-87. Others were extravagant in their proposals, others had none to send in, or were content to accept those of the Deputy Inspector. Their intelligence and zeal seemed to vary with that of the officer in charge of the táluka and this is for some time at least to be expected. I am however sure that if properly handled by the departmental officers the Táluka Boards will be of great assistance to primary education. It is essential that Deputy Inspectors should understand that the aid of the Boards does not detract from the dignity of the Deputy Inspector's position, and that they should learn that by working with the Boards they will be able to do much more for the good of their district than they can without them. I may add that the same remarks apply in a modified degree to school committees which are often of great use when judiciously used. If a Deputy Inspector snubs and neglects the school committee, the latter soon lose all interest in what is to them a novel subject. If treated in a sensible and straightforward way the committee takes more and more trouble in a matter in which an increasing interest is soon developed. I have as usual met many village committees during my tour, and am confirmed in the opinion expressed by me last year that they are a useful agency, and that their tendency is towards increasing intelligence."

71. **Local Boards, Southern Division.**—In the Southern Division Mr. Patvardhan spent more than half of the sum set free by the transfer of schools in improving existing institutions and raising the pay of his masters and assistants. The rest of his funds were employed in raising branch schools or classes to the rank of independent schools and in opening new schools. The net result is an increase of 126 schools and a nominal decrease of 6,278 boys, but if we count the boys transferred to Municipal Boards this decrease is turned into an increase of 4,847 boys. This increase belongs to Belgaum, Kánara and Bijápur, as the advanced district of Dhárwár shows a decrease which will doubtless be more than made good hereafter. Mr. Patvardhan reports that existing schools in Bijápur and Dhárwár could be largely developed if additional funds were available, and that many new schools could be opened in Belgaum and Kánara. A novel point in the history of Kánara during the year is the increased attendance of Haigas who though Bráhmans by caste are purely agricultural and proverbially indifferent to education. Of the 921 schools open in the 4 districts at the end of the year 833 are Kánarese, 34 Maráthi and 30 Hindustáni. There are also 19 night schools and 152 night and 49 Hindustáni classes. On the question of school committees Mr. Patvardhan appears to agree with Mr. Giles :—

"The Dhárwár Deputy does not generally speak hopefully of his committees and condemns those in the western tálukas as apathetic. The Bijápur Deputy reports that they are totally indifferent and useless. The Kárwár Deputy makes no mention of the school

committees in his report. The Belgaum Deputy however gives a favourable account of their work and says they have commenced to take interest in their schools. This is no doubt due to a circular issued by the Collector of Belgaum, Mr. J. Fairlie Muir, making it obligatory on the school committees to visit their schools at least once a month and record remarks. While generally concurring in the opinions expressed above, I am inclined to think that much can be expected from these committees in matters of attendance, accommodation, collection of funds for new buildings and furniture, &c., by kind and sympathetic treatment from the subordinate educational officers and by the exercise of the moral influence which the District and Táluka Revenue officers generally have on them. As an illustration of this I may refer to the action of the Belgaum Collector noticed above, and to the efforts of Ráo Sáheb R. P. Bengiri, Mámlatdár of Kod, who during the year collected subscriptions for new buildings and induced several villagers to establish private schools and register them for grants."

72. **Local Boards, Sind.**—Mr. Jenkins gives a good account of the schools in Sind, but does not speak favourably of the working of the new Act:—

"In all the districts except Thar and Párkar and the Upper Sind Frontier which have always been backward, there has been considerable improvement In the Upper Sind Frontier District there has actually been a decrease of 23 in the number of scholars attending day schools, which is to be attributed to the effect of the visitation of cholera upon the large schools in Jacobabad. * * * The Local Boards have not yet shown the slightest capacity for managing the educational matters which have been placed under their control. The sole result, as far as Local Boards are concerned, has been to greatly increase the amount of correspondence in the Inspector's and Deputy Inspectors' offices without the least apparent advantage."

73. **Municipal Boards.**—In the Presidency Town we are waiting for the passing of the new Act before transferring our schools to municipal control. In the Mofussil towns, with some trifling exceptions, the transfer has been effected and the results are shown for each municipality in Appendix L. Including girls' schools I find that 642 schools with 69,440 children have been transferred, and that the full grant-in-aid from Government which is not to exceed one-third of the total cost of the schools at the time of transfer and is given for five years comes to Rs. 1,28,000 a year. The schools were made over at different dates, and I have already shown (page 2) the net extra charge which fell upon Government and upon municipal towns in 1885-86. The balance of the cost of maintaining the schools was met from local receipts, such as fees, cess levied within municipal limits and special grants from the Local Boards. These special grants are calculated according to the principle enunciated in Government Resolution, Revenue Department, No. 8663 of the 24th October 1885, which runs as under:—

"The condition on which the law permits a Local Board to make a grant from the Local Fund for expenditure outside the area under its authority is that such expenditure is for the use and benefit of that area, and with every desire to assist the municipalities Government is bound by law to see that this condition is fulfilled before its sanction is given as required by Section 45. The District Board cannot regulate its grant with reference to the percentage of the extra school expenditure on the municipal revenue. Moreover, although it was not desired that the Local Government Acts should place new charges on municipalities, this is a distinct matter from the provision of funds to take the place of the District Local Fund money which has been justly restored to the District Local Boards, and the municipalities must expect to add to their taxation an equivalent of the school rate which the rural population have paid for some twenty years past.

"Government cannot with due regard to the law sanction a larger grant from the Bijápur District Local Fund to these municipalities than the sum which bears to the total cost, which must in the absence of such grant be met from municipal funds proper, the same proportion as the children in the schools whose parents are payers of cess to the District Local Fund on land outside municipal limits bear to all the children attending the schools."

In the Central Division Mr. Kirkham reports that:—

"From the necessities of the case the year has been one of great unsettledness. The masters of municipal schools have been anxious about the effects of their transfer to municipal committees on their own interests and prospects. The municipal committees also have been engaged in the preparation of bye-laws and other preliminaries to administration. At the close of the year we were still waiting for the publication by Government of the Rules which are to define the independent powers of municipalities and the relations between them and the Educational Department. These circumstances have not been favourable to progress in municipal schools and accordingly but little progress can be reported The municipality of Poona has been the most active and successful, having opened 3 new schools, 2 for boys and 1 for girls. The municipality of Sholápur has also made a promising start in administration and will probably make great advances this year. The other municipalities, speaking broadly, have merely accepted the change in a passive spirit and will require much encouragement."

The cantonment schools in Poona have been treated as municipal schools so far as financial responsibility is concerned, but the management has been left to the Department, and the schools in Talegaon Dhamdhere have not been transferred as the Collector has recommended the abolition of the municipality. Mr. Kirkham reports generally that the attendance in municipal schools as a class is not unsatisfactory, and that the examination results are fairly satisfactory.

In the North-East Division the municipal schools show a slight falling off, but the Inspector states that the examination returns were on the whole satisfactory.

In the Northern Division the result of the transfer of schools is a decrease of two schools and 645 boys, every zilla contributing to the decrease except Broach where the schools are still under departmental management. Mr. Giles remarks that it is too early to form an opinion as to the working of the new Act, but that in places like Surat, Ahmedabad, Broach and Nadiád the possibility of failure is not to be apprehended. There is also a second class of towns where educated men are likely to do good service on School Boards. But there is a third class of towns where the population is small and the income limited, and here there is room to doubt whether the transfer will be beneficial to the schools. With regard to particular cities and towns Mr. Giles notes that he was constantly consulted by the Ahmedabad Board and has every reason to believe that the schools were well looked after. At Viramgám the efficiency of the schools was fairly maintained. Paránti] and Dholka were permitted by the Collector to entrust the management of their schools to the Department. Modása kept up its schools, while Dhandhuka and Gogha show a falling off in the attendance returns. Nadiád is mentioned as having an excellent School Board, but the attendance declined; and Kaira and Kapadvanj show a smaller attendance, although Kapadvanj is praised for maintaining the efficiency of its schools and for owning one of the best girls' schools in Gujarát. Dákor improved its schools, while Mehmadabad distinguished itself by acts which necessitated the interference of the Collector. The schools at Godhra are still under departmental management and the School Board at Dohad shows a decrease of attendance except in the Urdu school. The Surat Board had an Inspector on Rs. 50 per mensem, but shows a decrease in the attendance. Bulsár has made excellent arrangements for its schools, and Ránder is doing well, while Mándvi shows a falling off.

"These are all the municipal towns of the Division except Sánand which was constituted a Municipal Board in August 1885 but which had at the close of the year made no provision for municipal expenses. It cannot be said that much encouragement is to be found in the perusal of this very brief account. There is a monotonous record of decrease in the attendance which is ominous for the future. On the other hand, there are hopeful aspects as in the reports received from Bulsár, Viramgám, Anklesvar and Jambusar, and if it cannot be said that any great interest in primary education has been generally manifested, still it is a satisfaction to find that only in one or two instances has the action of the Boards been characterised by haste or intemperance. The Mehmadabad Board alone is distinguished for utterly reckless administration, though I have learnt since the close of the year that the Sánand Board promises to eclipse it in that respect. Generally speaking, I think the Boards have been anxious to carry out what they felt to be a heavy task as well as they could, and there has been perhaps on the whole less failure than could have been anticipated, when the circumstances of the Boards are considered."

In the Southern Division the number of schools has remained unchanged but there is a decrease of 1,640 boys. The main cause of this decrease was a closer scrutiny of school registers by members of the school-boards in Dhárwár and Kánara and the removal of the names of boys who absented themselves without leave. The Inspector reports that most of the Boards have shown anxiety for the improvement of their schools and readiness to adopt suggestions made to them from time to time. Mr. Patvardhan himself visited all but five of his municipal towns.

Mr. Jenkins' account of the working of the new Act in Sind is as under:—

"It may safely be asserted that the management of the schools by the School Committees in the large municipalities will be productive of much good. When the municipalities begin to regard the schools as their own institutions they will be ready to spend money on them freely. Already the towns of Karáchi and Hyderabad have taken the lead in this respect. The former has made liberal contributions towards the support of the Madressa and the latter has incurred some expense in improving school-buildings. In the

small town municipalities it is otherwise. The members of the Committees in these places seldom have sufficient education to take an intelligent interest in the management of the schools, and if it were not for the frequent interference of Government officials the schools would quickly deteriorate. These schools still remain practically under the management of the department, only that the Inspector deals with them circuitously through the members of the School Committee instead of directly as hitherto."

74. **Native State Schools.**—Mr. Giles' account of the schools in the Northern Division is as under :—

"**Kathiawar.**—There is an increase of 26 schools and 525 pupils in Fund Schools, the number now being 542 with 35,128 pupils. There are also 93 schools inspected by the Department. These schools contain 1,540 pupils or 282 less than in the previous year. The net increase is therefore 243. Such an increase is not in proportion to the number of new schools opened. The Assistant Inspector accounts for this by the large number of marriages which have taken place this year, last year having been a 'Sinhasth' year in which no marriages were celebrated.

"**Mahi Kantha.**—The increase of 4 schools and 479 scholars is highly satisfactory. Last year a large number of schools (14) were opened in the Agency, and their increasing efficiency no doubt has added to the large increase of scholars. But I am also of opinion that the schools of the Mahi Kántha generally are improving. I was able to see a considerable number of them this year and they were also visited by yourself, and I think their general condition was far more satisfactory than could have been expected in such a backward district. There is no doubt that the good example set by the Idar State and the great interest taken in education by the Political Agents is gradually working a salutary change.

"**Palanpur.**—There is an increase of 4 schools and 258 scholars. The unusual marriage season had a slight effect on the average attendance, but in other respects the condition of the schools was superior to that of last year. The action of the Rádhanpur Navábin allowing all Mahomedans to attend school free caused a slight decrease in the fee-receipts which however rose in all other States of the Agency.

"**Rewa Kantha.**—There is an increase of 5 schools and 193 scholars. All these 5 schools have been opened in the Rájpipla, where education has been advancing 'by leaps and bounds' since the joint administration was formed. The average monthly number and average daily attendance of all schools rose largely, and there was a corresponding increase in fee-receipts. I saw a few schools in the Rájpipla State and was quite satisfied with their condition, while there is every prospect, if the present administration continues, that the State will become conspicuous for educational progress and efficiency.

"**Surat Agency.**—The number of schools remains the same but the number of scholars has risen by 53. The Deputy Inspector reports a small decrease in the efficiency of the Sachin schools, and states that the schools of the Bánsda State, which are now under our inspection only, are in a worse state than last year.

"**Cutch.**—I have as yet received no report, but I note from the returns that the number of schools rose by 2 and of scholars by 45. There are 93 schools with 5,937 scholars in the State."

75. **Aided Schools.**—The Central Division shows an increase of 92 schools and 3,483 boys. Most of the aided schools in the Central Division come under Part III of the rules, only 36, or 16 Missionary and 20 Native schools, being examined under Part I. Of the 185 schools receiving aid under Part III, eleven belong to Missionary Societies while 174 are under Native managers.

"Of these 174 schools, 28 are in Bombay, 83 are within the rural area and 63 within municipal limits. These 174 schools are reported to include 9 Urdu schools and 6 night schools. The great majority of scholars in rural schools are agriculturists, while the scholars in schools within municipal limits contain a greater mixture of classes. In the Thána District 45 girls attend indigenous schools for boys. The indigenous school proper is supposed to be conducted purely on indigenous methods, but it is only in a very few cases that the traditional method of education is now followed without modification. In most cases people now prefer the Government standards, the sanctioned printed books and systematic teaching, and the school prospers according to its success in introducing these. Many of the Head Masters are young men who having received their education in Government schools are well acquainted with these features, and do their best to reproduce them in their private adventure schools. Many of them do very satisfactory work and boast that they are as efficient as the Local Board Schools. There is consequently a general tendency to rise in efficiency and to approach the Government standard. The use of printed books, copy slips and maps used in Government schools is constantly on the increase though particular attention perhaps is paid to Modi manuscript reading, Modi writing, the elaborate native mutiplication tables and mental arithmetic, these subjects being such as all can appreciate the usefulness of. Most of the schools examined are reported to be in a satisfactory state

of progress. No religious instruction is imparted in any of the Maráthi schools, but the Urdu schools are admittedly intended for religious education. In Thána the master of indigenous schools have shown less readiness to adopt our departmental system than in other Districts and special measures were found necessary to ensure confidence. In Kolába the Masters of Urdu Schools and the parents of boys attending them are said to be extremely averse to the introduction of the least secular instruction in their curriculum. The same is the case in a greater or less degree in the Urdu Schools of other Districts also. In Ratnágiri most of the masters are reported to give up their profession as soon as they get better employment, and I have no doubt that this is generally the case everywhere. The Sátára Deputy expresses fear and thinks that unless Indigenous School-masters are paid monthly grants, there is little hope of the schools being trustworthy."

The North-East Division returns 96 aided schools with 2,415 children, or a decrease of 2 schools and an increase of 109 children. Sixty-five of the schools belong to Missionary Societies and the rest are under Native management. Mr. Sahasrabudhe speaks highly of the efforts made by the Mission in Ahmednagar to ameliorate the condition of the depressed castes, and states that the usual subjects—with the exception of Modi—are pretty well taught in their schools. With the rest of the schools the Inspector was on the whole fairly satisfied.

The Northern Division shows an increase of 10 schools and 239 boys. The schools aided under Part I. of the rules are chiefly Mission Schools or institutions maintained by the Pársi Panchâyat or local societies, while the schools aided under Part III. belong to private managers.

In the Southern Division 71 unaided schools were added to the list, so that the total of aided schools has risen from 146 with 4,121 boys to 218 with 5,105 boys. Nine of these schools belong to Missions and the rest are under native management. The Mission schools are said to be well equipped and well managed, and half of the native schools are said to compare well with our rural schools except that they are generally ill-equipped. The rest of the schools are conducted mostly by Lingáyat priests, teachers of the old type, who instruct in reading, writing and mental arithmetic. All of them however are said to use printed books.

"Our three years' connection with these schools has given us grounds to believe that many a master closes his school during harvest time and goes about from field to field collecting alms. This tells heavily upon the condition of the school and restricts our grant in proportion. I think the following measures will check the practice and tend to the improvement of the schools :—

"I. To furnish them with printed attendance registers gratis.

"II. To make the annual grant payable quarterly instead of yearly in a lump sum.

"III. The quarterly payment to be conditional on the masters sending in a monthly return of attendance.

"When this is done the schools will improve and become more permanent than at present, and then will form no insignificant factor in the system of national education. The Belgaum and Dhárwár Deputies have done their best to encourage these schools. Thy numbers in Kánara show a slight improvement, but those in Bijápur show a considerable falling off. The Sanskrit School at Gokarn was opened on 1st December 1885, is now attended by 36 pupils, and promises to satisfy a local want. I visited the school in March last and found it well managed."

Sind returns 53 schools and 3,591 pupils, an increase of 2 schools and 465 pupils. Thirty-four of the schools are indigenous schools which come under the special rules printed in the report for 1873-74, but the examination results are said to be very poor.

76. **Police Schools.**—The six schools in the Central Division have an attendance of 310 pupils against 306 in the previous year. The Poona School is attended by the children of the constables and the results of the examination are fair, but the course does not go beyond Standard II. The Sholápur school is attended by the constables when off duty and the standard of instruction is said to be low and the building unsuitable. The Sátára school is reported to be very efficient, and the instruction at Ratnágiri is said to be good though the attendance is low. The Thána school is under a good master, but the standard of instruction is low both in the Thána and the Alibág schools.

Mr. Sahasrabudhe reports that the school at Dharangaon is efficient, but he does not give a good account of the school at Dhulia. The Ahmednagar school passed a few boys at the annual examination, and the school at Násik has been very much improved and is highly commended by the Inspector.

In the Northern Division there are six Police Schools with 361 pupils.

"Of these two are in Ahmedabad, one in the Bhadar for unarmed Police, and another in the Police lines for armed Police and boys. The Deputy Inspector reports that both

were in good order, * * * The Police School at Kaira is attended by 38 pupils and is fairly efficient. The schools at Godhra and Dohad in the Panch Mahâls contain 38 and 79 pupils respectively and both are in a flourishing condition teaching the 6th and 7th books and manuscript-reading and letter-writing in the higher classes. The Surat Police School contains two divisions, one for the peons and one for their children. The Deputy Inspector reports that the school is efficient.

The five schools in the Southern Division show a slight decrease in attendance but the Inspector reports the Government Schools at Bijápur and Kárwár to be doing well, while the school at Belgaum requires more attention than it receives. The other two schools are at Kolhápur and Sángli.

77. **Night Schools.**—There are 239 schools with 6,758 pupils or an increase of 50 schools and 1,171 scholars.

The Central Division shows an increase of 12 schools and 304 scholars.

"The present number is 29 schools and 915 scholars. The schools are 22 Local Board schools with 621 scholars and 7 schools within municipalities containing 294 scholars. The reports on the work done in these schools are also on the whole encouraging, but the interest taken in them differs curiously in different districts from causes which are not at present apparent. In Poona and Sátára for example they are not popular whilst in Sholápur the people are taking to them very kindly. In Thána District there is one capital night school at Kurla conducted by a trained master and doing really good work. In Bombay a benevolent society known as the 'Theistic Association' devoted itself to this praiseworthy sphere of labour and organized no less than 9 night schools which it maintains in a state of efficiency. In these schools the Government standards are taught as far as possible and in four of them a certain amount of English is taught—a feature which makes them very popular."

In the North-East Division the number of night schools was 27 with 677 scholars against 30 with 959 scholars of the previous year. This decrease in numbers is owing to irregular attendance on account of the marriage season. Khándesh shows a decrease of 3 schools and 94 scholars. Mr. Sahasrabudhe reports that—

"The agricultural class generally cannot have a very strong desire for night schools. They will not after a day's physical hard labour sustain any mental strain at night. They want such schools out of mere novelty or for the sake of masters who put them up to apply for them for their own interest. Night schools might thrive better in large villages and towns where the desire for instruction does already exist or can be created among the labouring and artisan classes. The plan adopted by the Deputy Inspector of Násik appears to be good. He says: 'When I receive applications for night schools I ask the villagers to subscribe among themselves and defray expenses of oil and other contingencies for about four months in order to satisfy myself that they are required from a real desire of learning, and that the applicants are not put up by Vernacular Masters desiring to add a few rupees to their scanty salaries.'"

The Northern Division returns 105 schools with 2,092 pupils, an increase of 16 schools and 166 pupils. Sixty-six of these schools are in Native States and 39 in Government districts. Of the schools in Native States no less than 54 belong to Káthiáwár, and the Assistant Inspector reports that they are doing useful work. Most of the schools in the Government districts belong to Broach where the people attend readily. In the Panch Mahâls and Surat the schools are fairly successful, but they are not popular in Ahmedabad and Kaira.

The Southern Division shows 171 schools or classes with 5,200 pupils under Local Boards. The Belgaum Deputy speaks hopefully of some of his classes and Mr. Patvardhan visited some which were good.

"The Deputies are unanimous in saying that the attendance in these schools and classes is very unsteady and almost nil during the harvest season. The Kánara Deputy goes a step further and says that only a fraction of the attendance is real. I visited a few night schools and classes and was satisfied with those at Indi, Shindgi, Ainápur, and Sampgaon. Night schools and classes are likely to thrive well only in towns and large kasbas where the labouring population is sufficiently numerous; but in small villages they are of questionable utility, and do more harm than good. They offer temptation to school-masters to return false attendance in order to secure a small addition to their pay."

There are also 22 schools and classes with 714 pupils under Municipal Boards, and several of these institutions are said to be doing well.

Sind returns 24 schools and 686 pupils, an increase of six schools and 144 pupils, and Mr. Jenkins' account of these schools is encouraging.

"In many of the large villages there is a very genuine demand for schools of this description and they do a very considerable amount of good. The standard required of them is not high, but many of the scholars who owing to their being occupied during the day are unable to receive instruction at any other time, acquire a fair knowledge of reading, writing and arithmetic which is all that can be expected. It may, of course, be said that

the masters, who receive an extra allowance of two or three rupees a month for a night school, are tempted to have such schools opened merely as a matter of form in order to secure the allowance. But as a matter of fact it is found that only the best and most energetic masters who take a pride in their own day schools over interest themselves in having night schools opened. With proper inspection and examination there is little danger of these schools becoming a mere sham. I regard them as being in Sind a most valuable adjunct to the ordinary primary schools and the increase in schools and scholars is a matter for congratulation."

78. **Unrecognized Schools**—Columns 15 and 16 of the table already printed on pages 16 and 17 show 2,964 schools and 70,140 pupils, and some remarks of the Inspectors have been quoted in paragraph 75. Some further observations on these schools follow :—

"The Central Division returns 808 schools and 22,415 children. Every effort is made to keep up a knowledge of the so-called unrecognized indigenous schools and to keep up some degree of contact with them. They are of all kinds varying from the school emulating departmental methods and on the verge of claiming recognition to that which avoids and almost and in some cases quite resents any contact whatever. There are *Vedic Schools* in which the Veds are taught or rather learnt on the traditional methods, *Sanskrit Schools* where pupils confine themselves to the learning of a single Shástra, *Ordinary Vernacular Schools* and *Mosque Schools* devoted exclusively to the learning of the Kurán."

The unrecognized schools in the North-East Division are 212 in number and contain 4,248 pupils. These figures include 39 Missionary schools with 525 pupils and 3 English schools with 173 pupils. The so-called indigenous schools are, therefore, 170 with 3,550 pupils. These indigenous schools are said to be closed and re-opened when convenient.

"The method of instruction followed is generally according to the old Native system, reading, writing and arithmetic being given predominance to. Other subjects are also taught in a few schools, but this is done in a desultory manner. All the classes of the native community are represented in these schools."

The Northern Division shows 333 schools with 12,109 pupils in British Districts and 199 schools with 8,559 pupils in Native States. It is the duty of Inspecting officers to visit these schools and to encourage them to apply for a grant-in-aid : and Mr. Giles reports that in addition to the figures I have given he has 28 schools with 1,518 pupils upon the list of aided schools. But it is not possible or even desirable to proceed in haste.

"The idea of utilising the indigenous school as a feeder has been long entertained, and in some cases carried out. In one sense these schools are feeders to the departmental schools, because, in the large towns at least, most boys attend the indigenous school first and then migrate to the departmental school, but only in rare cases has any indigenous school played the part of a branch to a main school, and I cannot think that any benefit to education would ensue from the withdrawal of Board schools from the instruction of the infant classes, or of the lower standards. The indigenous master might, it is true, be benefited, but I should much regret the transfer of the infant classes to the rod and strap of the "Mehtáji," just at the time when efforts are being made to secure special attention to these children. Much is hoped from the Boards, but I have not as yet heard that any indigenous schools in this Division have come forward to claim their support and assistance. The Secretary to the Ahmedabad School Board, Professor Kathavate, acknowledged to me in conversation not long ago that the indigenous masters of Ahmedabad would not listen to his invitations any more than to those of the department. I tried three schools in one morning in Ahmedabad City a few months ago, and the answers I received were characteristic. After reminding the masters what a fine "tamásha" had been held in the Bhadar when the Education Commission came, and how they and their schools had attended, and had enjoyed sweetmeats, and seen fireworks, and no harm had in consequence happened to them ; I proposed that they should come to my house to consider with me the offers of the department under Part III. of the Grant-in-aid Rules. One man told me he would come but did not put in an appearance, another said he would think about it, which was a polite refusal, and the third said that he wished to have nothing to do with any department or aid of any kind. As a matter of fact much is not to be expected from the town schools which are ruled over by the old fashioned and hereditary Mehtájis. The rural schools, as I have so often shown, are largely itinerant and as such are most difficult to influence or to register for aid. It may be asked what then is to be the future of the indigenous school ? To this I reply that another generation will, in my opinion, see a great change as regards these schools. Men fairly educated will take them up, and will work them as aided schools, or will start new ones to find a means of livelihood. This is what is to be expected, and I believe that the old fashioned indigenous school is doomed."

Mr. Patvardhan shows 438 schools with 7,932 boys for the Southern Division and states that five of them which teach Government standards are likely

to be placed upon the list for grants-in-aid and that probably 100 of the schools—including 50 under Municipal Boards in British Districts—are capable of improvement. He requested the School Boards at Belgaum, Dhárwár and Hubli to interest themselves in the question, but nothing has been done except that Belgaum gave a grant of Rs. 40 to one of its schools.

Sind returns 824 unrecognized schools with 10,028 pupils.

"Schools of this kind in Sind are for the most part taught by Mullahs or teachers of the Kurán; and wherever a teacher is found who is capable of giving elementary education in reading and writing an attempt is made to induce him to register his school as an indigenous school, and to adopt the special standards laid down by the Department. As these schools often exist in out-of-the-way places where ordinary schools could not possibly succeed, they are often useful in bringing a certain amount of elementary education within the reach of people who could not obtain it in any other way. The following extract from the report of Mr. Alumal, the Deputy Educational Inspector of Karáchi, is interesting as giving an account of a class of school which probably does not exist anywhere in India outside Sind:—'The five schools of this class are moving schools, as the class of people for whose benefit they exist belong to the large nomadic tribe of Jakhrias, who constantly change habitation with pasturage. Gujar's Gate, for instance, was one year located in the hills between Thána Bula Khán and Kallo's well, another year it was transferred to a spot near Chulh between Khadaya and Jerruk above the Sunahri Dhand—40 miles distant from the spot where it first stood The collection of huts was still denominated Gujar Khán's Gate after the principal man round whose fortunes some of his clansmen chose to cling; and the little school likewise continued to enjoy its former name through thick and thin and no matter how transported. Schools of this kind are, I believe, peculiar to this district: at any rate I am not aware of like schools elsewhere. But they are nevertheless not the less interesting. I attach to them very great importance as educating and civilizing agents for a class of people of the Musalman persuasion of whom little might be expected in consequence of their unsettled and wandering habits.' Unfortunately the Kurán teachers are generally so ignorant that they are unable to teach even the simplest rudiments of education. So that though there are many Kurán schools scattered throughout the province but few of them can be utilized for the purpose of spreading elementary education."

79. **Examination Results for Primary Schools (Boys').**—In the Central Division 1,423 schools presented 49,004 boys under standards and passed 25,177 or an average of 51 per cent. 1179 boys passed under Standard V. and 150 under Standard VI. These results on the whole are better than those of the previous year, and the falling off under the highest standard is accounted for by the number of boys who were absent on account of the Public Service Examination.

In the North-East Division 979 schools presented 25,676 boys under standards and passed 14,291 or an average of 52 per cent, with 464 boys in Standard V. and 87 in Standard VI.

In the Northern Division 1,918 schools presented 75,522 boys and passed 47,745 or an average of 63 per cent, with 2,799 boys in Standard V. and 1,081 in Standard VI. The Native States did rather better than the Government districts, and of the Government districts Kaira comes first in the number of boys presented, and Surat, Ahmedabad and Broach in the number of passes.

In the Southern Division 1,564 schools presented 41,933 boys and passed 24,314 or 57 per cent, with 1,296 under Standard V. and 274 under Standard VI. These figures are not so good as in the previous year, but Mr. Patwardhan reports that the Deputies were asked to pay more attention to mental arithmetic and good writing and that the lower percentage obtained during the year may be attributed to great strictness in these essential points. The Inspector further promises to effect useful reforms in connexion with the lower classes.

"During my tour I noticed several instances of boys of three and even four years standing in the 1st Standard Class. * * * It is true that inspecting officers are now required to note in their inspection reports the standing of the pupils in the standard in which they are examined, and this will serve as a check if they personally examine the registers and do not quietly accept the statements furnished them by the school-masters. * * * In connexion with the lowest or the beginners' classes, I note that they are at present left to the care of the lowest Assistant Masters, and that the method of instruction followed therein stands in need of reform. To remedy this, I have asked my Deputies to instruct Head Masters to invariably devote one hour a day at least to the below-standard classes, to give them object lessons once or twice a week, to familiarize them with the forms and colours of objects, to relate to them simple and instructive stories of animals and of great men, in short

to do all in their power to make their schools interesting and attractive. Most of our schools have already been supplied with Kanarese Alphabets, Cards and Boards, and I hope to be able to supply at least the most important of them with arithmeticons, form and colour boxes, and wall-pictures of familiar animals and thus put school-masters in a position to make their schools places of instruction and amusement for their infant pupils"

In Sind 321 schools presented 11,859 boys and passed 7,398 or 62 per cent, with 478 boys in Standard V. and 250 in Standard VI. These results are slightly lower than in the previous year, but Mr. Jenkins gives an explanation of this.

"Complaints have reached me from many quarters that boys are passed too rapidly through the standards before they have been properly grounded, the results being that they pass the VI. Standard at a very early age. There is no doubt a certain amount of truth in the complaints, and I have impressed upon the Deputy Inspectors the necessity of strictly maintaining the standards of examination, and it would not be surprising if there should be a further decrease in the percentage of pupils passed under all heads next year."

Table showing the Results of Examination of Primary Schools (Boys').

Division	Number of Schools examined	Number of Scholars examined	Number of Scholars passed under each Standard							Percentage passed
			Standard I	Standard II	Standard III	Standard IV	Standard V.	Standard VI.	Total passed under Standards.	
Maintained by the Department										
Central Division	2	200	22	17	9	7	6	7	68	34
Northern do	3	255	43	61	20	14	8	1	147	57
Southern do	1	80	6	2	5	4	1	2	20	25
Sind	1	21	7	3	4	3	2	2	21	100
Total	7	556	78	83	38	28	17	13	256	46
Maintained by Local Boards										
Central Division	986	31,312	6,320	4,625	3,140	1,825	695	43	16,648	53
North East do	799	18,458	3,920	2,906	1,978	1,111	319	50	10,293	56
Northern do	851	28,294	6,103	4,414	2,984	1,988	1,144	371	17,004	60
Southern do	902	24 389	5,845	3,560	2,579	1,211	866	234	14,295	58
Sind	199	5,232	970	857	753	511	270	152	3,514	67
Total	3,737	1,07,685	23,167	16,362	11,434	6,647	3,294	850	61,754	57
Maintained by Municipal Boards										
Central Division	112	9 704	1,415	1,217	970	682	359	92	4,735	49
North East do	84	6,072	1,314	852	672	367	145	37	3,387	55
Northern do	91	8,960	2,038	1,541	1,085	731	328	152	5,875	65
Southern do	87	5,173	1,219	806	597	343	144	35	3,144	60
Sind	69	4,574	873	764	607	444	177	75	2,930	64
Total	443	34,483	6,859	5,170	3,931	2,567	1,153	391	20,071	58
Maintained by Native States										
Central Division	155	3,847	723	506	400	268	100	5	2,004	52
Northern do	940	36,834	9,313	6,059	4,198	2,676	1,314	557	24,117	65
Southern do	353	9,748	2,069	1,415	983	644	260	1	5,372	55
Total	1,448	50,429	12,105	7,982	5,581	3,588	1,674	563	31,493	62
Aided										
Central Division	161	3 677	832	444	175	84	19	3	1,557	42
North East do	92	1,057	278	169	96	21			564	53
Northern do,	15	341	116	63	16	4			199	58
Southern do	217	2,474	732	398	209	82	25	2	1,448	58
Sind	52	2,032	366	207	183	128	28	21	933	46
Total	537	9,581	2,324	1,281	679	319	72	26	4,701	49
Police Schools										
Central Division	5	61	11	10	8				29	47
North East do	4	89	17	13	16	1	..		47	52
Southern do	4	69	15	13	7				35	50
Total	13	219	43	36	31	1	..		111	50
Unaided Schools										
Central Division	2	303	62	34	29	11	..	..	136	67
Grand Total	9,187	206,156	44,638	30,948	21,723	13,161	6,210	1,842	118,522	58

Primary Schools for Girls.

80. The number of primary schools for girls has risen from 402 to 445 and the number of children from 25,870 to 28,063. These last figures include some little boys, but on the other hand there is a considerable number of young girls in the schools for boys. The total number of girls at school—European and Native—may be gathered from General Table III., which gives 45,037 girls in 1885-86 against 42,230 in the previous year.

The return for primary schools which follows shows two Government schools—the practising schools attached to the Training Colleges for mistresses at Poona and Ahmedabad—and a large number of aided schools and of schools maintained by Local and Municipal Boards and by Native States. The aided schools, which like the aided secondary schools flourish in our large cities, show the highest average attendance and generally enjoy the great advantage of having female teachers and the supervision of lady visitors. But the Municipal Boards will often be able to secure the same advantage, and I have always felt confident that they would effect great improvements in the girls' schools entrusted to their care. This belief is justified by the experience of Mr. Giles during the year under report :—

"Some doubt was expressed in the report for last year as to the wisdom of transferring female schools to the management of the new Municipal Boards, and I must confess that I had some misgivings on the subject. But I am now inclined to think that it was right to trust the Boards entirely, and I have seen during the year a disposition on the part of the various Boards to exhibit unusual consideration towards the girls' schools. Thus in two cases, where small boards have proposed to decrease their educational charges, the allotments for the girls' schools have not been touched in their proposals, although in one case the charges for the school were heavy. The Boards have also, I think, shown generally a desire to secure trained mistresses and to appreciate their services."

Primary Schools (Girls').

	Maintained by the Department.				Maintained by Local Boards.				Maintained by Municipal Boards.				Maintained by Native States.				Aided by the Department or by Local or Municipal Boards.				Unaided.				Total.			
	1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-85.		1885-86.		1884-45.		1885-86.		1884-85.		1885-86.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Central Division	1	82	2	86	44	2,953	18	1,047	5	318	35	2,291	12	367	13	466	33	2,981	34	3,519	..	..	1	55	95	6,701	102	7,407
North-East do	..	..	..	..	18	817	19	858	22	1,235	22	1,189	..	..	..	..	11	475	8	802	..	..	..	..	51	2,527	49	2,449
Northern do.	..	..	1	119	56	4,155	40	2,136	..	..	19	1,986	78	4,453	88	5,027	20	1,819	20	1,868	2	153	1	30	156	10,580	169	11,164
Southern do.	..	..	..	..	41	2,978	42	2,261	..	..	22	1,651	30	1,486	32	1,494	6	285	5	253	..	..	..	..	77	4,749	101	5,559
Sind do	..	..	..	..	21	1,149	..	..	..	.	19	1,080	..	..	..	..	2	164	4	285	..	..	1	19	23	1,313	24	1,384
Total	1	82	2	214	180	12,052	119	6,300	27	1,553	117	6,197	120	6,306	133	6,921	72	5,724	71	6,327	2	153	3	104	402	25,870	445	28,063

Central Division.

81. Counting the girls in boys' schools Mr. Kirkham returns 10,805 girls or 1,094 more than in 1884-85. The Inspector gives a good account of the practising school at Poona, but is not satisfied with the accommodation which is available. With regard to schools under the Local Boards there are two elementary schools in the Poona District, and 27 new classes for girls with an attendance of 552 girls have been established in the boys' schools with special allowances to the masters in charge of them. Of the two schools in Sholápur, one at Akluj is reported to be efficient, but the second school has been but lately opened.

"The two schools in Ratnágiri are situated at Málvan and Kelshi. Their state of attendance was good and the results of examination creditable. In Thána the two schools are Maráthi-Gujaráti and are situated at Umbargaon and Dáhánu. The numbers on the rolls and the ratio of attendance have fallen on account of the marriage season and the schools did not do well in examination. Four of the 10 Gujaráti and Maráthi Girls' Schools in Bombay teach up to the highest vernacular standard and have been reported to be in a high state of efficiency, while the remaining six are reported as "fair." They are all well attended but marriages here also interfered with the regularity of attendance. A fact deserving of note was the appearance at the Second Class Public Service Certificate Examination in Bombay of a Gujaráti girl. She offered Maráthi as her second language and passed the examination."

Under municipal schools Mr. Kirkham reports well of 6 schools in the city of Poona which are under the supervision of the Lady Superintendent of the Female Training College.

"One of these succeeded in passing 3 girls under Standard V. Both the attendance and percentage of passes in the 6 Poona City schools show an improvement."

The 6 schools under Municipal Boards in Sholápur passed a good examination and the attendance in three of them is said to be satisfactory.

"The schools at Sátára, Wái, Karád, Ashta and Tásgaon are all well attended schools. The Tásgaon school does not appear to be in a satisfactory condition, while the rest are doing fairly well."

The schools at Ratnágiri and Vengurla are not in a satisfactory condition. Considering the marriage season the state of attendance in the seven schools under Municipal Boards in Poona is satisfactory and the results of examination highly creditable. The schools at Alíbág, Pen, Panvel and Uran are fairly attended.

"Two of the four schools were examined by the Kolába Deputy. One was found to be doing well and the other to be inefficient."

Of the aided schools twelve were examined during the year.

"The girls' school in St. Mary's Home, Wánowdi, teaches the full vernacular course up to Standard VI and is one of the brightest and best girls' schools in my Division. The five Zenana Mission Schools in Poona have undoubtedly been doing invaluable work. The American Mission School at Sirúr is in a fair state of efficiency. The two S. P. G. Mission Schools at Dápoli are in a good condition both as regards number and efficiency. Of the 3 schools in Bombay the Khetwádi Jarthosti Girls' School and the Adarji Cavasji Dhobi Taláv Girls' School are doing well, while the Gokuldas Tejpal Charity School continues to exist in its usual unsatisfactory state."

The one unaided school is the Primary Girls' School attached to the High School for native girls in Poona.

"The state of attendance is fair, and the school, as might be expected from its exceptional advantages in having the supervision of the High School staff, is doing well."

North-East Division.

82. The total number of girls attending schools of all classes has fallen from 3,443 to 3,405. The schools at Chándwad, Karde and Vinchúr are said to be good, but the Inspector makes no particular mention of the other schools under Local Boards. The municipal schools at Dhulia, Párola, Dharangaon and Erandol are reported to be efficient, and next to these come the schools at Amalner, Sávda and Bhusával. The schools at Jalgaon and Jámner are not in a satisfactory state. The attendance at Bhingár and Sangamner has fallen off; but three schools in the city of Ahmednagar are said to be prosperous and efficient. The two schools at Násik and the school at Yeola also obtain favourable mention.

'The Mission Schools at Dhulia and Manmád have been closed and the school at Igatpuri is now shown as a boy's school. The Mission Schools at Málegaon and Saharanpur are doing well and the two schools at Ahmednagar are highly spoken of.

83. In the Northern Division the total number of girls at school has risen from 12,525 to 13,286. Northern Division.

Under Local Boards there is an increase of 3 schools, but Mr. Giles is not of opinion that sufficient progress has been made.

"We are still an enormous way off from any thing like equality of expenditure on boys' and girls' schools and there is still the tendency to relegate the girls to a hovel, while the boys enjoy a finely built and airy school. But in the past year good examples have been set in this respect; one in Dholka where Mr. Parshotam M. Joshi offered on behalf of his friend Seth Vandravandas Bhawanidas Rs. 1,850 for a new girls' school; the other in Godhavi near Ahmedabad where Seth Virchand Dipchand has offered Rs. 750, and half the cost of the site for a girls' school. The education of women will be more esteemed when it is better in itself, when the girls are well housed and taught by well-paid mistresses. At present it is a fact verified by me in many schools that parents often refuse to provide their girls with slates and books, not on the ground of their poverty but because they hold such expenditure to be useless."

The aided schools show an increase of attendance and the Inspector reports that some of the very best schools belong to this class.

"The Ráo Bahádur Maganbhai Karamchand School and the Nek Námdár Sakhavate Bahádur Harkuvarbhai Sethani School with 4 Mission Schools complete the total for Ahmedabad. In Kaira there is one Mission School at Borsad. In Surat there are 2 Raichand Dipchand schools, 4 schools maintained by the Párai Panchayat, 4 Mission Schools, one maintained by Mr. Jehangirji M. Vakilna in Surat City, and one school belonging to Mr. Jamasji Palia which is aided under Part III."

In Káthiáwár there is an increase of 7 schools and 373 pupils, the totals being 60 and 3,553 against 53 and 3,180 in the previous year.

"The Assistant Inspector draws special attention to the Limdi and Navánagar Girls' Schools, each of which passed no less than 5 girls in Standard VI. Ten schools contributed to the number passed in Standard V which was 23, a number small in itself but nearly double of that of last year. Ráo Bahádur Gopalji S. Desai also notes particularly the excellence of the needle-work in all the leading girls' schools, and I can testify to this by what I have seen myself. Káthiáwár is unusually fortunate in the number of European ladies who take interest in female education."

In Mahi Kántha there is an increase of two schools and 59 scholars:—

"The total number is 5 schools with 183 scholars. The two new schools are located at Pethápur and Dhaboda. I saw the schools at Pethápur, Ahmednagar, Sádra and Idar. The Sádra school under a Mistress is especially flourishing, and the Idar school is in fair condition. The Darbár wish for a Mistress, and I hope to supply one ere long."

In Pálanpur the number of schools remains the same, being 2 only, with 105 scholars.

"The two schools are situated at Rádhanpur and Pálanpur and at both places trained mistresses are demanded, but I cannot yet supply them."

In Rewa Kántha the number of schools remains the same, but there are 17 more girls.

"There are only 5 schools in the Agency but all show a small increase in efficiency, the Lunáwáda and Vadasinor schools being the most advanced."

The figures for Cutch show an increase of 1 school and 110 girls.

In efficiency Mr. Giles reports considerable progress, except in the number passed in Standard VI which remains the same.

"The large number of girls passing from aided schools in the highest standard is a noticeable feature. I do not however consider that the number passing in the higher standards from Board Schools is satisfactory, and in this respect the British districts compare unfavourably with Native States, though they sent up more girls for examination. The States are liberal in paying the salaries of trained mistresses, and this no doubt accounts to some extent for their superiority, but it must also be remembered on behalf of the British districts that the aided schools have almost monopolised the best fields, namely the large towns of Surat and Ahmedabad. Another noticeable point is the small number of girls presented for examination as compared with the roll number. With over 13,000 girls attending school, only 4,200 are presented, or not quite ⅓rd. This is accounted for by the large number of little children who come to school, but do not remain long enough or attend with sufficient regularity to appear under the standards. Time and money can remove this defect,—time, as the people become more accustomed to send their girls to school, and money, when we have sufficient funds to make instruction more popular and the schools more attractive."

Southern Division.

84. In the Southern Division the number of girls at schools of all classes has risen from 12,364 to 12,968. Under Local and Municipal Boards there is an increase of 23 schools and 934 girls. Most of the schools are in an elementary state, but the Inspector was satisfied with the examination results.

"The schools at Savadi, Abbigeri, Hongal, Guttal and Arlikatti in Dhárwár, at Nandgad and Bailhongal in Belgaum, and at Guleddgud and Tálikot in Bijápur have been mentioned as doing very well I visited the schools at Shigaum, Hongal, Bailhongal, Nandgad, and Guleddgud and found them well managed. I was particularly pleased with the hand-writing and needle-work at Bailhongal and Guleddgud."

The schools under Municipal Boards are naturally more advanced than the rural schools.

"The schools at Dhárwár, Hubli, Háveri, Gadag Betigiri in Dhárwár, and at Kárwár, Kumta and Sirsi in Kánara, have been reported as doing well. Those at Dhárwár, Hubli, and Kárwár have advanced up to Standard VI, and are the best. Those at Háveri, Gadag, Bettigiri and Sirsi have reached Standard IV and are good schools. I visited most of these schools and found them well looked after, the hand-writing and needle-work at Dhárwár, Hubli, Sirsi and Kárwár being excellent."

The Inspector reports that the examination returns of the aided schools are very satisfactory.

"The schools at Belgaum, Dhárwár, Hubli and Guleddgud passed pupils under Standard IV The private aided school at Belgaum is under the superintendence of a Committee of native gentlemen. It is well housed and well equipped, and is the only aided school under native management. It is doing useful work as usual and passed one pupil under Standard VI."

Mr. Patvardhan reports that he has been able to secure the services of a few girls who have passed Standard V. and of two who have passed Standard VI., but he is in great need of a normal school for the training of mistresses. He adds that the Jardine prizes are much appreciated.

"The Jardine prizes continue to create interest among girls of respectable families in Dhárwár and Hubli. As usual, the prizes were awarded, in October last, at a public meeting held in the Dhárwár High School hall, and attended by the European ladies and gentlemen of the station, by the Municipal Commissioners and other leading inhabitants of the place."

Sind

85. In Sind the number of girls in schools of all classes has risen from 1313 to 1,523. All the old Local Board schools have been made over to the Municipal authorities.

"The town of Karáchi is to be credited with the whole of the increase in the number of schools and scholars, there having been a decrease everywhere else. In Hyderabad two of the old schools were amalgamated to form the Chandumal and Shoakiram's Girls' School which is now a large and flourishing institution. In Shikárpur the Girls', School at Ratodero was ruined by the visitation of cholera and the Municipal Board has since closed it. The two schools at Jacobabad have also fallen off owing, I believe, to remissness on the part of the Municipal Board when it first entered on its duties. The great difficulty which we have to deal with in the development of female education in Sind is the want of properly qualified teachers. The number of schools is too few to justify the expense of keeping up a regular Normal School for female teachers, while without a Normal School it is impossible to obtain trained teachers. The results of the examinations are therefore poor though great leniency is usually shown to girls' schools. But what might be done with good teaching is shown in the case of the Tatta School where an experienced master is employed. The results in this school are really very good. For many years to come we must rely solely upon the large municipalities for the extension of female education in Sind, and mainly upon those of Karáchi and Hyderabad where the chairmen of the School Boards are earnest and enlightened advocates of female education. The agitation against early marriage which is now being carried on by the reforming Hindu party is likely to have a very beneficial effect in enabling Hindu girls to remain longer at school and obtain a better education. But in the districts and the small municipal towns I fear we can expect no progress for some time to come, as the feeling of the mass of the people is undoubtedly adverse to female education. The most satisfactory circumstance which I have to report is that two schools for Musalman girls have been opened in Karáchi through the efforts of the Anjuman-i-Islam. They have been recognised by the municipality and promise to be very successful."

86. The examination returns of the Primary Schools for girls are as under :—

Division	Number of Schools examined.	Number of Scholars examined.	Number of Scholars passed under each Standard							Percentage passed.
			Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Total passed under Standards.	
Maintained by the Department										
Central Division	1	54	14	14	8	...	...	...	36	67
Northern do.	1	86	16	23	4	13	..	...	56	65
	2	140	30	37	12	13	...	...	92	66
Maintained by Local Boards.										
Central Division	18	459	121	53	38	36	2	2	252	55
North-East do.	19	205	66	18	7	2	...	...	93	45
Northern do.	38	869	285	140	88	43	20	5	581	66
Southern do.	38	511	139	95	60	16	2	.	312	61
	113	2,044	611	306	193	97	24	7	1,238	61
Maintained by Municipal Boards.										
Central Division	32	749	248	103	66	18	.	...	430	57
North East do.	22	322	95	48	27	19		...	189	58
Northern do.	19	745	229	112	70	40	18	6	475	64
Southern do.	23	500	156	98	58	22	7	8	349	69
Sind	21	433	89	40	22	17	4	...	172	39
	117	2,749	817	401	243	111	29	14	1,615	59
Maintained by Native States.										
Central Division	12	119	37	18	2	1	...	...	58	49
Northern do.	81	1,555	565	269	133	93	40	15	1,115	71
Southern do.	30	560	194	98	58	17	10	...	377	67
	123	2,234	796	385	193	111	50	15	1,550	69
Aided.										
Central Division	12	460	100	49	24	20	1		194	42
North East do.	5	110	30	14	18	12			74	67
Northern do.	20	1,017	208	142	91	70	29	16	616	60
Southern do.	5	106	27	23	12	13	...	1	76	71
	42	1,693	425	228	145	116	30	17	960	57
Unaided.										
Northern Division	1	7	3	...	2	...	...	..	5	71
	398	8,867	2,682	1,357	788	447	133	53	5,460	62

The Education of Special Classes.

87. **Mahomedans.**—The number of Musalmans at school has risen from 54,148 to 57,747.

The attendance in the Anjuman Schools of Bombay—139 in the English and 278 in the Vernacular Department—is much the same as in the previous year, but Mr. Kirkham reports a general improvement in the English school and in the higher classes of the Vernacular School. For the whole division the number of Mahomedan children at school has risen from 8,707 to 9,371. Out of this number no less than 7,048 children attend the ordinary schools and only 2,323 are found in our 49 special schools and classes. On these special institutions Mr. Kirkham remarks as follows :— Central Division

"Taking these Mahomedan schools by districts it may be noted that the number of the Poona Local Board and Municipal schools and classes taken together remains the same as last year, viz. 5, while the number of scholars in them shows a small increase of 17. They continue to be attended chiefly by non-agriculturists. Besides these there is an Urdu class in the Practising School attached to the Poona Training College with 17 pupils on the rolls, and the two schools of the Anjuman-i-Takwiyat-ul-Islum mentioned in last year's report with 156 names on their rolls. This Anjuman continues its labours and at the close of the year had 12 boys under its protection studying at the various schools and colleges of Poona

as against 4 of the preceding year. In Sholápur the number of Local Board and Municipal schools together shows an increase of two, while that of scholars shows an increase of 74. The attendance in the Urdu school at Sholápur is reported to be miserable. In Sátára the number of Local Board and Municipal schools together shows a decrease of 1 school and an increase of 1 class. The number of scholars in schools shows a decrease of 22, while that in classes shows an increase of 34. During the year under report an indigenous school at Karád within municipal limits was registered for aid. Ratnágiri shows the very satisfactory increase of 3 schools and 159 scholars, the Urdu class mentioned in last year's report being raised to the rank of an independent school. Five indigenous Urdu schools with 238 pupils on their rolls have been registered for grants-in-aid during the year in addition to the one registered in 1884-85. On the social condition of the Mahomedans of this district, their poverty and their apathy as regards education the Deputy Inspector gives the same depressing account as last year. The number of schools in the Thána Collectorate remains the same as last year, but that of scholars shows a decrease of 89, mainly due to the Kalyán school but partly also to the Nizámpur school. There is only one Urdu Girls' School in this Division at Bhiwandi of the Thána Collectorate. The school is a prosperous one, contains 75 names on its rolls and is attended with exceptional regularity. Khán Sáheb Mirza Abbas Ali Baig who examined it reported that the school acquitted itself most satisfactorily. The number of schools in the Kolába Collectorate shows an increase of 2, but that of scholars shows a decrease of 46. The Urdu class also shows a decrease of 6 scholars. The increase of 2 schools is reported to be due to the re-opening of schools at Morbe and Nizámpur. The Deputy Inspector reports that in the Kolába District the existence of Urdu schools and attendance of boys in them is very uncertain. The indigenous school at Revdanda mentioned in last year's report was closed during the year for low attendance. In Bombay the number of schools continues the same as last year but that of scholars shows a slight decrease of 9."

North-East Division.

In the North-East Division the number of Musalman children at school has risen from 5,634 to 5,723. Most of these children attend the ordinary schools, but there are 58 special schools and classes with an attendance of 2,349 pupils.

"The Deputy Inspector speaks very highly of the Násik District in which there are 8 schools and 3 classes under Local Boards and 4 schools under municipalities with 321 and 363 scholars respectively. The most efficient school in the district is the municipal school at Násik. The schools at Yeola and Sinnar are in a satisfactory condition and those at Vinchúr and Jayakhede are making fair progress. The good school at Málegaon had temporarily received a shock during the late riots, but it is now rallying. Ahmednagar, with which the Hindustani Deputy was somewhat disappointed last year, is gradually improving. There are 4 schools and 3 classes under Local Boards and 1 school and 2 classes under municipalities in this district with 153 and 256 scholars respectively. The Korhale school is in an efficient state. The other schools and classes are more or less doing well. In Khándesh, the Hindustani Deputy says that the efficiency of the Urdu schools has slightly deteriorated. There are in that district 5 schools and 9 classes under Local Boards and 10 schools and 8 classes under municipalities with 517 and 710 scholars respectively. In this district the most efficient school is that of Faizpur which teaches up to Standard V. and musters 77 pupils on the rolls. Yával and Sávda come next, and of the rest some are in a fair condition, some middling, and others poor."

Northern Division.

In the Northern Division the number of Musalmans has risen from 233 to 245 in secondary schools and from 18,737 to 19,732 in primary schools. On these figures Mr. Giles remarks as follows :—

"I have been informed by some masters that the Mahomedans refuse to come and learn English even when offered free studentships, and I am reluctantly obliged to come to the conclusion that this is often the case, and that they are excluded from secondary education not by combinations of other castes but by their own determination not to take advantage of it. I have noticed during the year a tendency to demand special education which has led to the Persian-Arabic School at Cambay, and similar schools at Porebandar and elsewhere in Káthiáwár. I do not think that this is a healthy sign pointing as it does to the determination of the community in certain places to devote themselves to their classical languages, to the exclusion of English and the vernacular through which alone they can hope to compete with the races among whom they live. The New Madressa at Junágad in which English is taught offers more expectation of utility, and it will be interesting to watch, how far this institution is effective in turning out men ready to fight the battle of life, and to hold their own with the rest of the world."

Most of the Musalman children attend the Gujaráti schools, but there are 34 special schools with 2,776 children in British districts and 7 special schools with 573 children in Native States.

"Khán Sáheb K. R. Nanjiani, the Deputy Educational Inspector, Hindustani Schools, states that there is a considerable feeling in favour of these special schools, and is of

opinion that many boys are, through them, led to attend school, and proceed to the vernacular school who would otherwise never have gone to school at all."

Southern Division.

In the Southern Division the number of Musalmans at school has risen from 11,877 to 12,862. More than half of these children are in the ordinary schools, but there are 5,758 in 104 special schools and classes.

"Out of the 5,758 children on the rolls, 1,686 were presented for examination, of whom 1,042 passed in all heads. In Dhárwár, the schools at Bankápur, Hubli, Upin Betigiri, Tilwali, Alur and Amigiri have been reported to be in a very satisfactory state. The first has advanced up to Standard VI., the second and third up to Standard V., and the rest up to Standard IV. Mr. Pathan speaks very highly of the school at Bankápur and says 'the Urdu school at Bankápur is the best school in the district and reflects credit on Mr. Aminudin, the Head Master.' I visited the schools at Bankápur and Hublí and found them well looked after. In Belgaum the schools at Kittur and Nandgad have been reported to be doing well. The former teaches up to Standard V. and the latter up to Standard III. I visited both these schools and was particularly pleased with the success the latter has attained. It was opened in June 1885 and contains 160 children. The only school in Bijápur which deserves mention is the school at Bágalkot. It teaches up to Standard V. and is in an efficient state. The municipality has raised the fixed pay of the master from Rs. 12 to Rs. 15 as a reward for his good services. The school at Haliyál in Kánara teaches up to Standard VI. and is reported to be doing well. I visited this school in April last and found it in an efficient state. The school at Sunkeri teaches up to Standard IV. and has been mentioned as a good school. The girls' schools at Bankápur and Upin Betigeri in Dhárwár and at Kittur in Belgaum have not been favourably reported on.

"Most of the classes are in an elementary state and do not carry pupils beyond the lower primary stage. Of the 46 independent schools only 13 have classes under Standard III. and above, and the rest are all lower primary schools. This is mainly due to irregular attendance and also to the want of competent masters.

"I called up to the Training College every qualified Mahomedan candidate available in this Division and also increased the number of stipends in the Mahomedan preparatory class in the Practising School, and I hope to get annually eight or ten masters from the Training College. A knowledge of the official vernacular of the Division will also tend to make these schools more and more popular, and I have instructed all Hindustani schoolmasters to teach Kánarese side by side with Urdu. This measure, I am glad to notice, has been accepted without any opposition."

Sind.

In Sind the number of Musalmans at school has risen from 7,787 to 8,980. The Mahomedan movement in support of a Madressa at Karáchi has grown in strength, and the plan which has been adopted for the institution is a good and complete one. Instruction is to be given in the vernacular and in English, and the course rises from the elements to the Bombay Entrance Examination. A boarding-house is provided, and provision is made for 104 scholars who are to be selected from the various tálukas in Sind. As to finances the Board has already collected subscriptions amounting to nearly half a lákh, and the municipalities and Local Boards have granted Rs. 16,900 per annum. Government has lately promised a grant equal to that given to the Anjuman in Bombay and the schools will be included in our next report.

88. **The Depressed Castes.**—The number of children at school has risen from 6,795 to 7,440.

Central Division.

"A class for low-caste boys was added during the year to the Local Board primary school at Bendse. Every effort is made to induce boys of the depressed castes and of the hill tribes to attend school and a comparatively satisfactory response has been shown in every district of the Central Division. Some of the schools intended for these castes also show real progress."

With regard to the special schools under the Municipal Boards, it appears that the school at Sholápur has suffered under a bad master who has now been changed; while the schools at Nizámpur, Kalyán, Mahád and Panvel are fairly efficient, and a new school has been opened at Pen in Kolába.

North-East Division.

Mr. Sahasrabudhe claims special praise for the North-East Division in connection with the education of the depressed classes. He has a great advantage in the aid given by the Ahmednagar Mission, and in Khándesh he has been supported by Mr. Moore, the Assistant Collector at Bhusával. I have already mentioned the Mission Schools, and there are also 39 special schools and classes under Local or Municipal Boards including 8 new schools in Khándesh and 3 in Násik. The free school in Ahmednagar is the most successful of the Board

schools and teaches up to Standard V, but several of the schools teach up to Standard IV, and Mr. Sahasrabudhe specially mentions the schools at Yával, Vadner and Chándori. Besides 1,229 boys who attended the special schools and classes, 869 boys attended the ordinary Maráthi schools, making a total of 2,098 boys against 1,768 in the previous year.

"Of the several vernacular schools which were attended by low-caste boys the school at Chatori in the district of Násik deserves special mention. Mr Limaye says that one Mahár boy from this school appeared at the last Public Service Certificate Examination though he failed in it. His Assistant Deputy who examined this school found some Mahár boys learning under Standard V whose progress he reported to be satisfactory."

Northern Division

The Northern Division shows 2,151 boys and 112 girls at school, and it is satisfactory to observe that no special schools have as yet been found to be necessary. There would however be no objection to the establishment of free or nearly free schools in the larger towns, on the model of the municipal school at Ahmednagar which has been a popular institution for many years.

Southern Division

In the Local Board schools of the Southern Division there were 682 boys.

"Two-thirds of these children attend the ordinary boys' schools and the rest the special schools and classes which exist only in places where the number of children is large and the accommodation scanty."

The number of these special schools and classes is 6,—3 in Belgaum, 2 in Bijápur and 1 in Kánara.

"Dhárwár has the largest number of these children but has no special schools or classes. This is as it should be. Every encouragement in the shape of free admission and convenient accommodation is given to these children to attend ordinary boys' schools."

Under Municipal Boards there were 395 boys in 10 special schools or classes and 24 boys in the ordinary schools at Dhárwár.

89. **Aboriginal and Hill Tribes.**—The number of children at school has risen from 2,622 to 3,321.

The North-East Division shows 626 children under instruction in schools of all grades or 68 less than at the end of the last year. But Mr. Sahasrabudhe claims to have raised the efficiency of the instruction given in the Peint schools and promises to effect a change in Khándesh. Two years ago Mr. Sahasrabudhe as Deputy in Násik appointed a young táluka master over the 8 schools in Peint and sent a new batch of masters with promises of promotion if they remained in the Ghát district for 2 years and worked hard to improve the schools.

"Every school was supplied with a pupil teacher, a native of the place, and who had studied at least up to Standard III, to assist the master in collecting children from the adjoining Padas and bringing them to school. These measures had the desired effect. In 1883-84 the number of boys presented for examination in the first four standards in these 8 schools was 54 and the number passed 23; in 1884-85 it was 96 and 50 respectively; and in 1885-86 the number presented was 151 and the number passed 89."

The Northern Division shows 2,077 children at school, the bulk of them being in the Surat District.

"It is in fact only in Surat that any real work is done among the Kaliparáj people and there, of 58,527, 1,304 attend school. Their attendance is generally confined to schools of Bárdoli and Mándvi Tálukas, and is encouraged by special rewards and gifts of clothing. Similarly in the schools of the Surat Agency some small progress has been made in the education of the aboriginal population. In the Rewa Kántha, 101 boys now attend school. This is due chiefly to the action taken by Major Stace, the Joint Administrator of the Nándod State, who has opened one or two Bhil schools in villages of the Narbada valley with success. Major Stace has also opened schools in the Rájpipla hills which have not yet been placed under the Department, but as to which correspondence is going on. The great difficulty experienced in these hilly tracts is to find a master who can stay all the year round in a malarious climate. We are now seeking for Bhil masters for these schools in the hills, but if these cannot be secured it is probable that the schools cannot be maintained in the rains which is just the time when the children can most easily avail themselves of them. So long as the present administration continues in Nándod there is every prospect of progress being made in the education of the aboriginal tribes. I was unable to see any of the schools myself but one or two were visited by you, and Major Stace told me that the Bhils of the plain were eager to learn and intelligent. I am glad also to be able to record that the Mahá-

rája of I'dar has opened a purely Bhil school near Brahma Khed, and his Diván Mr. Náthábhái informed me that it is the intention of the Darbár to do more in that direction."

THE EDUCATION OF YOUNG CHIEFS.

90. **Rajkumar College.**—Mr. Macnaghten gives an excellent account of the Rájkumár College at Rájkot where the number of boys has risen from 33 to 43, the largest number he has ever reported. The increase is due in the main to the fact that the College has been reinforced from the Marátha Country by the Mahárája of Kolhápur and his three companions.

"Within the past year 4 Kumars have left, while fourteen have joined this College. The four who have left are (1) Chhatrasinghji, eldest son of the Rája of Rájpipla; (2) Kumar Jaswatsinghji, Bhayad of Lathi; (3) Kumar Ráisinghji of Bhimrad, Bhayad of Bhávnagar; (4) Kumar Kalubha of Bhúj, brother of His Highness the Ráo of Cutch. * * * * The following fourteen have joined: four from Kolhápur, four from the Mahi Kántha, two from the Rewa Kántha, three from Dhrángdhra (Káthiáwár), and one from Porbandar (Káthiáwár).

"We were glad to receive the Kolhápur boys and grateful for the confidence shown in us by the late Regent and Colonel Watson. The present Political Agent, Kolhápur, writes that he thinks them all improved. They were summoned home on the 19th ultimo, in consequence of the heavy affliction which has recently befallen them and their State; and it is, I fear, possible that they may not return. The distance from Kolhápur, it must be confessed, is rather a serious obstacle. They are all good promising boys, and one of them, Dattajiráo Ingli, is exceptionally clever. I add the usual list of Kumars, with their ages in class order:—

1st Class.

		Age.
"1.	Kumar Ramsinghji of Sihor	17
2.	Kumar Ranjitsinghji of Jámnagar	13

2nd Class.

3.	Kumar Akherajji of Vala	16
4.	Kumar Shivsinghji of Gádhka	19
5.	Kumar Raisinghji of Mália	19
6.	Kumar Giga Vala of Bagasra	13
7.	Kumar Madhavsinghji of Sáyla	17
8.	Kumar Madhavsinghji of Wadhwán	16
9.	Kumar Shivsinghji of Mundetti	13
10.	Kumar Mansur Khachar of Jasdan	14
11.	Kumar Bhupalsinghji of Sháhápur	19

3rd Class.

12.	Kumar Dipsinghji of Gavridar	16
13.	Kumar Kala Vala of Luni	14
14.	Kumar Ajitsinghji of Dhrángdhra	14
15	Kumar Jetmal of Dedan...	18
16.	Kumar Bala Vala of Vadya	11
17.	Kumar Bhausinghji of Porbandar	18

4th Class.

18.	Kumar Sursingji of Lahi	12
19.	Kumar Bhau Kotila of Dedan	16
20.	Kumar Mulwaji of Kolda Sanghani	13
21.	Kumar Ramkhacher of Jasdan	11
22.	Kumar Kiritsingji of Rájpipla	14
23.	Kumar Ramsinghji of Rájpipla	16
24.	Kumar Samatsinghji of Dhrol	20

5th Class.

25.	Kumar Vijaysingji of Ghodásar	17
26.	Kumar Rámkotila of Dedan	15
27.	Kumar Takhatsinghji of Katosan	15
28.	Kumar Kálubha of Minápur	10
29.	Kumar Balubha of Gondal	14
30.	Kumar Bhabhusingji of Dhrángdhra...	11
31.	Mahárája Sháhuji of Kolhápur	11
32.	Kumar Bála Sáhob of Kágal	11
33.	Kumar Bápusáheb of Kágal	10
34.	Kumar Dattájiráo Ingli	11
35.	Kumar Bhaubha of Gondal	13

6th Class.

36.	Kumar Bhausingji of Bhávnagar	...	...	10
37.	Kumar Takhatsingji of Vásna	...	...	12
38.	Kumar Gambhirsingji of Pethápur	...	...	13
39.	Kumar Parbatsingji of Dhrángdhra	...	...	11
40.	Kumar Bhawansingji of Dhrángdhra		...	11
41.	Kumar Takhatsingji of Máusa	...	...	8
42.	Kumar Narsinghji of Rájpipla	...	...	11
43.	Kumar Dig Vijaysingji of Rájpipla	...	...	9

"Mr. H. F. Aston, who for many years has had special opportunities of observation of this College, kindly examined our classes in September, and his report has been forwarded to you by the Political Agent. It is not necessary that I should repeat what he has reported in detail. His remark on the two kumars of the 1st Class that 'they showed signs of attentive study, and were animated by an eager spirit of emulation,' is fully supported by my own experience. Both are youths of very good promise, especially kumar Ranjitsinghji of Jámnagar. In the 2nd class Akherajji has done well, and Madhavsinghji of Sáyla and Madhavsingji of Wadhwán have both acquitted themselves with credit, but the best in this class are Giga Vala of Bagasra, who, Mr. Aston reports, 'showed a keen interest in his work,' Shivsingji of Mundetti and Mansur Khachar of Jasdan. Mr. Aston has alluded to the 'two political minors' of Gádhka and Sháhápur, 'whose respective mothers are anxious that they should be withdrawn from the College.' If any plan can be devised by which they may be profitably trained and employed in a way that will fit them for life's future duties, I think they may be allowed to leave, but otherwise I think that a life in the College is far better for them than an idle life at home. The kumars of the 3rd and 4th classes are all of average ability, with respect to whom I have nothing special to remark. In the 5th class the first three are too old for so low a position in the College. The other eight are all promising boys, Kumars Kalubha of Mínapur and Dattajirao Ingli being the cleverest of them. Ram Kotila of Dedan, in this class, has been absent without explanation or reason throughout the current term. The little boys who compose the 6th class are a very hopeful group. Kumar Bhausingji of Bhávnagar at their head attracted Mr. Aston's special attention 'by his manifestly eager devotion to his studies.'

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"A new spirit has been infused into our drill by the kindness of Lieutenant-Colonel Philips of the 2nd Bombay Lancers, who has sometimes admitted our College troop to be drilled with his own regiment on parade. And General Carnegy who presided at our prize-giving on his annual visit in January last, also took a very kind interest in our mounted drill. We have had a good many cricket matches with the High School, Gymkhana and 8th Bombay Infantry, and as compared with other boys, these kumars are not wanting in physical activity. In particular Kumar Ranjitsingji of Jámnagar excels on the play-ground as much as in the school-room."

91. **Talukdari Schools.**—These institutions are for the sons of Chiefs and Tálukdárs who for different reasons cannot attend the Rájkumár College. The most important of them is the Girássia School at Wadhwán with 46 boys who are studying English up to the IV. standard, and in some subjects beyond that standard. The boys passed an excellent examination before the Inspector, and Government has commended the work of the Head Master, Mr. Strip, who has been warmly supported by the Political officers. Mr. Giles reports that—

"The Sádra School is in a better state than it has been, but it is impossible that with a poor establishment and bad accommodation it can ever rival such a school as Wadhwán. The Political Agent has, however, collected considerable funds which are to be devoted to its improvement and to giving it a better building."

A third school has been opened at Vajeria in Rewa Kántha.

"It is under an experienced master who was an Assistant in the Tálukdári Girássia school at Wadhwán. It was opened in November 1885, and at the end of the year had 13 pupils on the rolls, who appeared to be making good progress in their studies."

92. **Northern Division.**—The Inspector reports that:—

"The general education of the sons of Chiefs and Tálukdárs, who do not attend special schools is neither encouraging nor satisfactory;" but he has "selected a few of the cases where there would appear to be some interest in education on the part of the parents or relations, and an effort to learn on the part of the pupils.

"In the *Panch Maháls* no less than 18 boys of the family of the Thákor of Vadi attend the local school, and are to be found in all standards. At Valavpur, 12 boys of the Thákor's family attend the school and seem to make progress. In the *Rewa Kántha*, the young wife

of a son of the Nándod Rája attends the Girls' School and passed in Standard II. Two brothers of the Rája of Chhota Udepur attends the local school, and the young Thákor of Sihora attends his own school. The daughter of the Thákor of Chhaliyar attends the village school and is now in Standard III. In *Káthiáwár*, in the Jhálávád Prant, the two sons and nephew of the Ráj Sáheb of Dhrángdhra passed in the lower Gujaráti standards. In Gohelvád, the son of the Babra Chief passed in all heads of Standard VI. In Hálár, two sons of the Virpur Chief were examined in Standard IV and failed to pass that standard. The Sub-Deputy Inspector for Jhálávád and Hálár examined the heir and 2nd son of the Tálukdár of Khirasra in Standards V and II respectively, and the younger son of the Tálukdár of Rajpura passed under Standard V. In *Pálanpur* provision will shortly be made for the education of the sons of the Tálukdárs and Chiefs, when the Tálukdári School is opened. At present two nephews of the Rádhanpur Prince are learning in the anglo-vernacular and vernacular schools of the town, and are to join the Tálukdári School. The son of the Váráhi Thákor, who is an adult, is reported to be very irregular in attendance at school, and declined to appear at the examination. Several sons and relations of petty Chiefs passed in the lower standards. It is probable that most of these boys could never be got to attend a central school as at Wadhwán. This being the case, the Pálanpur Tálukdári School will no doubt be most beneficial to them. In the *Mahi Kántha*, the name of the son of the Rána of Dánta is on the rolls of the Sádra school, but he has not attended for two years though his school-fee is regularly paid as a "Mohsul". He was examined by the Deputy Inspector in the English Primer and the Gujaráti 5th book in which he seemed to have made fair progress. A large number of the relations of petty Chiefs were examined by the Deputy Inspector, but only two, the sons of the Sardoi Tálukdár, were in the higher standards, the rest being invariably in Standard I and II. In *Ahmedabad* no less than 199 sons of smaller Tálukdárs and Girassias attend the departmental schools. Most of these men are in such a position that no better arrangement for the education of their sons could be made. The son of the Gâmph Thákor failed in Standard IV and the son of the Utilia Thákor passed in Standard III. In *Kaira* the sons of the Thákors of Kuna and Gajana are Studying standards III and II respectively. In *Broach* the Thákor of Dehej is studying Standard VI in the Dehej school and is showing increased zeal for education. The young Thákor of Jamadra is also doing well and has passed Standard III. The sons of the Thákor of Sarod are studying in Broach, but the Deputy Inspector cannot speak well of their progress."

93. **Central Division.**—Mr. Kirkham writes as under :—

"As reported last year no young Chiefs attend Government vernacular schools in any district of the Central Division except Sátára. Whilst there in December, I found to my great regret that Anna Sáheb Bhoslay, the eldest son of Rajaram Sáheb, had not only left school, but discontinued all study. It is a great pity that this fine lad was not sent to a Rájkumár College. His younger brother Bhau Sáheb, now 13, has passed Standard IV at Vernacular School No. II, Sátára. One of the sons of the Chief of Aundha attends the school at Kinai. He is 11 years of age and regular in attendance. He was examined in the 5th vernacular standard and passed a satisfactory examination. Two daughters and a daughter-in-law of the Chief of Aundha attend the girls' school at Kinai. The two girls are respectively 8 and 12 years of age. They also have made fair progress, their handwriting in particular being unusually good. This girls' school owes its existence to the great interest which the senior of the two wives of the Chief takes in female education. This lady has set an excellent example and is understood to contemplate opening an English class at Kinai. Another son of the Chief of Aundha attends the Sátára High School. He was promoted last November to Standard VI. He is regular in his attendance and doing well. One of the sons of the Mutálik attends the 2nd standard class in the Karar No. III Vernacular School. He is 8 years old and did fairly in his examination. He attends the school regularly and is considered a promising boy. Three sons of the Deshpande of Kadegaum attend the school in the village. Two of them are learning under the 5th vernacular standard and one under the 3rd standard. Their progress is reported to be fairly satisfactory. The following seven minors, who at present attend the Poona High School, are reported to be making satisfactory progress :—

"Raja Shambhusing Amersing Jadavrao Malegaonkar,

"Sadashivrao Madhav Purandhare,

"Anandrao Khanderao Raste,

"Shaik Ajamudin valad Shaik Abdul Kadar,

"Narayanrao Krishna Mujamdar,

"Vaghaji Kuverji Raje Shirke, and

"R. K. Vinchurkar."

94. **North-East Division.**—Mr. Sahasrabudhe reports that :—

"Two nephews of the Chief of Vinchur passed under anglo-vernacular standard III. The three sons of the Dang Rajas of Kathi and Raisingpur attend school at Dhulia. Chandrasing, the elder son of the Rája of Kathi, has advanced from vernacular standard IV. to V., and is favourably reported on by the Head-master. His younger brother Surajsing, and Surupsing, the son of the Chief of Raisingpur, do not appear to have made any progress during

the year. The two Mawas Chiefs, Fulsing Lushakari and Chundrasing Tama of Nala and Virpur, attend the vernacular school at Taloda. They are learning the vernacular standard III. The younger brother of the Jághirdár of Miri, as well as a son of the Jághirdár of Toke, continue to attend the Ahmednagar High School and are making satisfactory progress under the seventh standard."

95. **Southern Division.**—The Rájárám College has lost the Rajopadhe who has entered the Deccan College, and the cousin of the Sar Desai of Sávantvádi who has been placed in the Belgaum High School. The four Sirdárs who remain at Kolhápur are Aba Saheb, Chief of Vishalgad; Baba Saheb, Chief of Inchalkaranji; Appa Saheb Sarlashkar; and Baba Saheb, Rája of Akalkot. These four were taught together under Standard VII by the Professors and tutors. They were examined by the Inspector in December and the first three passed, while the fourth did fairly well in English only. The last time Mr. Patvardhan examined these four boys was in 1878-79, and he considers that in the seven years which have passed the Chief of Inchalkaranji has made excellent use of his time, while Appa Sáheb Sarlaskar has made remarkable progress. Mr. Patwardhan also examined His Highness the Mahárāj of Kolhápur and the young Chief of Kágal in anglo-vernacular standard II, and found that they had made satisfactory progress. The Inspector examined the young Chief of Miraj (Junior) in reading, writing, mental arithmetic and geography according to vernacular standard III and was very much pleased with the intelligence displayed by him. The young Chief of Rámdurg is learning vernacular standard III. Mr. Patwardhan states that he is an intelligent boy and takes interest in his studies, but requires to be placed under a better tutor. The three sons of the Kurundvád Chiefs attend the 2nd Grade Anglo-Vernacular School at Kurundvád, and are studying under vernacular standards. They did well at the Inspector's examination. The Desái of Vantmuri who matriculated in November 1884 has proceeded to England to qualify himself for the Bar, and is the first instance in this part of the country of a Jághirdár's going to England for the sake of higher education. Ráo Sáheb Sávantvádikar, cousin of the Sir Desái of Sávantvádi, who has been placed under the care of Mr. Hoogwerf at Belgaum, reads under anglo-vernacular standard II, and is reported to be "a most amiable and good-natured boy". The Desái of Nipáni attends the 2nd Grade Anglo-Vernacular School at Nipáni and is studying under the fourth vernacular standard. The Inspector was pleased with his hand-writing. The young Saranjamdar of Digraj attends the Sángli English School and is reported to be a sharp and intelligent boy. Owing to illness he was not present at the annual examination of the school. The number of children of better class parents and Sardárs attending schools in the Kolhápur State is 73 (63 boys and 10 girls) or one more than in the previous year. Of these, the Deputy Inspector, Kolhápur, mentions Udejiráo Chawan, the young Himat Bahádur, as the most prominent. He attends one of the city vernacular schools at Kolhápur, and is studying under standard III. The Miraj Deputy reports seven Sardárs as learning in the Miraj schools, but makes no mention of their progress and attendance.

Education in Native States.

96. Full particulars with regard to the schools in the Northern Division and with regard to the higher institutions in other divisions have been given elsewhere, and I add here some remarks of the Inspectors in the Central and Southern Divisions.

Central Division.

"**Savantvadi State.**—The year under report was as usual one of general progress. The number of schools rose from 50 to 56, including the High School at Vádi, and that of scholars from 3,244 to 3,425, showing an increase of 6 schools and 181 scholars. The number of schools and scholars is distributed as follows;—

		Scholars.
1	High School at Vádi	... 210
51	Primary Boys' Schools	... 2986
2	do. Girls' do.	... 120
1	do. Urdu Boys' School	... 38
1	Local Corps or Police do.	... 71
56		3,425

"The examination results of both the upper and the lower primary schools were satisfactory. * * The Hindustáni school is in a fair state, so far as its efficiency is concerned. The girls' School is attended about equally by Hindu and Mahomedan girls. There are also a few Native Christian girls who sit on the Maráthi Side. * * I ought to mention that the Girls' Schools of Vádi have derived much encouragement and benefit from the supervision and interest taken in them by Mrs. Newnham Smith. The results of the examination were fair and the school is in a satisfactory state".

"**Akalkot State.**—The number of schools remains the same as last year, namely 24, but the number of scholars shows an increase of 61, being 1,156 against 1,095 last year. The 2nd Grade Anglo-Vernacular School has been raised with the sanction of Government to the rank of a First Grade Anglo-Vernacular School. There is only one lower primary Girls' School at Akalkot attended by the same number as last year, namely 34. The school is reported to be doing well. Of the 3 Urdu schools that at Akalkot continues to thrive, while the rest are reported to be in a poor state. Of the 17 upper primary and two lower primary vernacular boys' schools 3 are reported as 'Excellent', 4 as 'good', 7 as 'fair', 4 as 'moderate,' one 'decidedly bad.'

"The Collector of Sátára observes in his remarks:—'The schools in Native States except Jath seem to be speaking generally in an unsatisfactory condition.'

"**Aundh State.**—The number of schools remains the same as last year, *viz.* 20 primary boys' and 5 girls', but there is an increase of 92 in the number of scholars, being 901 against 809 last year. All the 25 schools were examined during the year and the majority did fairly well."

"**Bhor State.**—There were 29 schools with 952 scholars in this State at the end of March last, showing an increase of one school and 21 scholars. Of the 29 schools, the one at Bhor is a 2nd Grade Anglo-Vernacular school, 26, including a Sanskrit school, are primary boys' schools and 2 are girls' schools. The 2nd Grade Anglo-Vernacular School at Urawadi reported on last year has been closed."

"**Phaltan State.**—The number of schools in this State continues the same as last year, *viz* 17, but the number of scholars shows a decrease of 52, being 767 against 819 last year. Of the 17 schools one is a Second Grade Anglo-Vernacular School, 15 primary and one girls' school. The Assistant Deputy, who examined 15 of these schools, reports that he found 3 schools in a good state, 3 in a fair state, and 9 doing only indifferently well."

"**The Junior Miraj State.**—The number of schools in this State continues the same as last year, *viz* 2, but there is a slight increase of 4 in the number of scholars, being 39 against 35 last year. * * Both the schools were examined by the Sholápur Assistant Deputy and he made a good report concerning one."

"**Jawha'r State.**—The number of schools shows an increase of 2, being 9 against 7 last year, but there is a decrease in the number of scholars, being 231 against 247. * * Of the 9 schools 3 are upper primary teaching Vernacular Standards I. to V. Out of 40 pupils presented for examination in these schools only 7 passed. * * * It must be remembered, however, that the majority of the pupils belong to the cultivating classes. The remaining 6 are lower primary schools, including a low caste school at Jawhár. Five of these were examined during the year and were found in a fair state of efficiency."

"**Kurundva'd State.**—The number of schools continues the same as last year, *viz* 5, but the number of scholars shows a decrease of 21, being 174 against 195."

"**Senior Miraj State.**—The statement for the year under report shows a decrease of one in the number of schools, being 5 against 6 last year, and a decrease of 20 in the number of scholars, being 174 against 194 last year."

"**Jath State.**—The Chief having resumed the administration of the State the management of its schools is no longer under the control of the Department. There is an increase of one in the number of schools, being 19 against 18 last year, but there is a decrease of 19 in the number of scholars, being 677 against 696 last year. Out of the 19 schools 18 are primary schools and one a girls' school. The 2nd Grade Anglo-Vernacular school and the Urdu school have been closed during the year under report. All the schools were examined by the Assistant Deputy Inspector, Sátára, in the course of the year. He considers the results of the examination of 5 of the 19 schools as excellent, of 9 as good, of 4 as middling, and one as bad."

Southern Division.

Kurandvád has only 300 children on the rolls of its schools, and is the only Native State in the Southern Division which is much behind in the matter of education. The educational operations of the other States continue to show progress. Many of the schools have been reported on in previous paragraphs, but the Inspector adds some remarks on the primary schools :—

"**Kolha'pur State.**—The number of these schools is now 206 with 12,240 pupils, showing an increase of 5 schools and of 373 scholars over last year. Of these, 102 were

examined and reported to be in a satisfactory state. I visited the schools in Kolhápur and found them well housed, well equipped, and well looked after. One of the night schools has a class of 7 pupils under Standard VI, and Kolhápur deserves credit for having the best night schools in the division."

"**Sa'ngli State**.—The number of schools in this State shows an increase of 5 schools with 469 pupils, the figures for the year being 67 schools with 3,888 pupils. All these schools were examined by the Deputy Inspector, Sángli, and found in a fair state of efficiency. Many of these schools are badly housed, and the State authorities will, it is hoped, do their best to remove this want. I visited the schools in Sángli and found them well managed. The needle-work and copy-books in the girls' school were indeed very good."

"**Miraj State**.—The number of primary schools in this State is now 41 with 2,899 scholars, being an increase of three schools and 211 scholars over last year. All these schools, except those in Gudgeri Táluka in Dhárwár, were examined by the State Deputy Inspector, Mr. B. S. Támbolkar, and reported to be in a very satisfactory state. The Dhed school at Miraj has made satisfactory progress and deserves mention. I visited the schools in Miraj and Laxmeshvar, and was pleased with their attendance, accommodation, and progress. The girls' school at Laxmeshvar is a good school and is under a trained master. The schools in Gudgeri were examined by the Deputy Inspector, Dhárwár, with satisfactory results."

"**Jamkhandi State**.—The number of schools in this State has increased from 33 to 39, but of scholars decreased from 1,551 to 1,468. These schools were examined by the State Deputy Inspector, but his reports were not sent to this office. From the figures supplied by him it appears that 699 boys were examined under the standards, of whom 333 passed in all heads, the percentage being 47·7. I visited the schools in Jamkhandi and found them well housed and properly furnished."

"**Mudhol State**.—The number of schools in this State has increased from 21 to 22, but the attendance shows a decrease of 125 pupils, the number for the year being 917. All these schools were examined by the Nyáyádhish of Mudhol. Of the 917 pupils on the rolls, 496 were examined under the standards, of whom 209 passed, the percentage being 40. I visited the schools in Mudhol, and was not satisfied with their progress. The school-houses are excellent."

"**Ra'mdurg State**.—There was an increase of three schools and of 283 scholars during the year, the totals being 13 schools and 1,031 scholars. These schools are under the Deputy Inspector, Bijápur, who examined them during the year and found 9 of them in a satisfactory state. The girls' school at Rámdurg is under a trained mistress, but the results are not encouraging."

"**Kurundva'd State**.—The number of schools in this State decreased from seven to six, but the attendance is stationary, being 271. Four of these schools were examined by the Deputy Inspector, Kolhápur, and two by the Deputy Inspector, Belgaum, and reported to be doing well. I visited the schools at Kurundvád and found them well managed."

"**Savanu'r State**.—The number of schools in this State is stationary, but the attendance decreased by 60, the figures for the year being 5 schools and 360 scholars. These schools are under the Deputy Inspector, Dhárwár, and the results of his examination are satisfactory. I visited the schools at Savanúr and found the Kánarese boys' and girls' schools doing well, but the Hindustáni school not so. The bad condition of the Hindustáni school in Savanúr in itself speaks of the apathy of Mahomedans towards education."

Normal Schools.

Trained teachers.

97. The table given below shows the number of trained teachers employed by Local and Municipal Boards in British districts and by the Native States of the Northern Division :—

Division.		Number of trained Head Masters.	Number of untrained Head Masters.	Number of trained Assistants.
Central Division		389	809	124
North-East Division		290	674	81
Northern Division	British districts	550	437	74
	Native States.	419	401	56
Southern Division		436	619	69
Sind		192	83	55
Total ...		2,276	3,023	459

Some of the untrained teachers are equal to the best of the trained men, and the trained assistants are available for employment as masters when vacancies occur.

102. The number of students admitted to the Poona College for masters fell from 90 to 66, so that the number on the rolls was reduced from 161 to 143. In the annual examination 20 students (including two masters) passed the final examination, while 34 passed for the second, and 40 for the 1st year's certificate. Central Division.

Mr. Kirkham gives a good account of the Training College for Mistresses.

"The number of pupils on the rolls on the 31st March was 41 against 45 last year. Out of 41 pupils the number of school-masters' wives was 7 against 11 reported last year, that of their relatives 3 against 4. On the other hand, the most important class of all in my opinion, *viz.* the wives of students in the Male Training College, has increased from 4 to 8. This is an encouraging first year's result of the married couples augmentation which I described in my last report. The results of the examination in all subjects were decidedly satisfactory, nineteen out of 24 pupils presented passing under all heads. In regard to the practical subject of school-management and power of class-teaching I was again very much struck with the improvement effected by Mrs. Davies' energy and personal influence on these young women. I have often heard it said against the elder generation of trained Mistresses that they could not teach. This reproach certainly cannot lie now. The students of the highest class can teach with animation and skill and are manifestly not without the feminine tact which makes female teachers so valuable in all civilized countries. During the year under report His Excellency the Governor and Lady Reay paid two visits to the College. In September last His Highness the Gáekwár of Baroda also paid a visit to the College and was kind enough to present it with the sum of Rs. 250 to be used at the discretion of the Lady Superintendent. Miss Manning, the Honorary Secretary of the Indian Association, also presented the College with a sum of Rs. 132 to be used in encouraging girls to attend the College."

98. Mr. Sahasrabudhe gives a good account of the aided school at Ahmednagar:— North-East Division.

"I personally inspected the school and its Practising Department and found every thing there in a most satisfactory condition. Considering the material which is generally obtained from the lower classes of the Hindu Society to work upon, the product was indeed very superior. The instruction given there was substantial, the management good and the discipline admirable. In the method of teaching the third year's class acquitted itself creditably in handling the boys of the Practising School."

99. Mr. Giles speaks highly of the four schools in Gujarát:— Northern Division.

"**Ahmedabad.**—The Ahmedabad Training College has been as usual successfully managed under Ráo Sáheb Mahipatram Rupram, C.I.E. At the close of the year, there were 159 pupils on the rolls. For the usual entrance examination no less than 287 candidates appeared, and of these 79 were successful. Of the 79, 28 were admitted as stipendiary students, and 27 joined as free students. As regards the results of the annual examination in the Gujaráti classes 20 students passed in the 3rd year class, 25 in the 2nd and 51 in the 1st. In the Mahomedan classes only 9 students were under instruction and of these 3 out of 4 passed in the 2nd year class and 4 out of 5 passed in the 1st. I have reserved 5 stipends for the husbands of women being trained in the Female Training College, and intend to maintain this reserve to induce young men to come forward to be trained simultaneously with their wives. I notified the reserve of these stipends in November last, but have hitherto been able to fill up two of them only.

"The course of study now provided for Mahomedans is very insufficient, and in consequence of the small number of Urdu schools in the Division, the attraction of the College to Mahomedans is very slight. It will, I am confident, be necessary at once to place the Mahomedans on a level with the Hindus as regards the College course, and to insist upon their obtaining so large and thorough an acquaintance with the vernacular as to fit them for employment in Gujaráti schools as well as in Urdu schools. They will then compete equally with the Hindus for employment throughout the Division, and will be especially useful to those villages where there is a considerable Mahomedan population."

The Mahalaxmi College, Ahmedabad.—The Mahalaxmi College at Ahmedabad contained 43 women at the end of the year.

"Of these 18 are under engagement to serve Government, 6 are under agreement to serve Native States or private institutions, and 19 are free students. The examination results were excellent, 25 passing out of 29 presented in the various classes. I was specially struck with the improvement shown in the teaching power in the higher classes, the women of which gave lessons before me in oral method. In history also, a subject which has been taught by a passed senior student, the results of my examination were very satisfactory.

Miss Morris also states her opinion that the intelligence and capacity of the women is improving from year to year. The demand for trained women continues to exceed the supply, but the Rájkot College will provide in time for the wants of Káthiáwár. Of the students of the College who are paid by Government or Native States, 4 are wives of masters and 5 are wives of scholars under training; 10 are married women whose husbands are employed in various ways; 5 are unmarried and 4 are widows."

Ra'jkot.—The Rájkot College has 71 students on the rolls.

"Of 64 students studying in the College, 62 were presented for examination, two being sick. In the 2nd year's class 24 were examined, of whom one only failed, while 7 qualified for admission to the Ahmedabad College. In the 1st year's class 36 passed out of 38 presented. These examination results speak for themselves, and I am glad to be able to record my opinion that the management of the College has been generally good during the year. Since its foundation, it has sent out 347 men more or less trained. Of these 38 are passed 3rd year's, 200 2nd year's and 109 1st year's men. As at Ahmedabad, the number of free students in the College continues to increase. We were able to admit this year 31 students on stipends, and 11 free. One ex-student of the College is passing through the drawing course at the Sir Jamsetji Jijibhoy Arts School and is allowed a double stipend from the College Funds while in Bombay. The athletic exercises of the students were as usual very well performed. The students are all exercised under instruction in the gymnasium, and besides maintain a cricket and foot-ball club at their own cost, which is most creditable to them as they are generally poor men."

"**The Barton College, Ka'thia'wa'r.**—Upon the departure of Colonel Barton, late Political Agent in Káthiáwár, the Chiefs resolved to commemorate his name by opening a Female Training College to be called after him. By subscriptions then collected, and by the transfer of funds formerly belonging to the School of Art at Rájkot, a sufficient sum has been provided to start the College on a fairly good footing. The States also made provision for 20 scholarships of Rs. 5 each, and Mr. and Mrs. McClelland of Navánagar have given the sum of Rs. 2,700 to found a scholarship of Rs. 9 per mensem. The college is located in the buildings of the old art school which have been altered for the purpose and are now fairly suited to its requirements. It was formally opened on December 30th, 1885, and had thus been just 3 months in existence at the end of the official year. At the close of the year 9 women had been admitted to the College, of whom 7 were married women and two widows. Five of the students live in the College, where the Lady Superintendent and the Mistress also live, and 4 live in the town with their husbands, two of whom are masters or assistants in boys' schools. * * * * Some of these women had already passed the 6th vernacular standard, and Miss Spencer reports that they will be able to pass the 2nd year's course at the end of the year. The needle-work of some was so good as to be thought worthy of being sent to the Edinburgh exhibition with the collection of native needle-work forwarded by Lady Reay. A Practising School was opened in connexion with the College on March 5th and had 54 children on the roll at the end of the year. I think that the College has made a most excellent start and that there is every prospect of its being a thoroughly successful institution. The representatives of the leading States form a committee with the Lady Superintendent and the Assistant Educational Inspector for the selection of students. * * The College has many friends also not only in the States but in those ladies who have done so much in Káthiáwár for female education. Last but not least, I am of opinion, that it is peculiarly fortunate in its staff, and that in Miss Spencer the States of Káthiáwár have obtained a Lady Superintendent fitted in a very unusual way for work of a delicate and trying but most important nature."

Southern Division.

100. At Dhárwár the number of students has risen to 125, and 39 men passed the 1st, 42 the 2nd, and 17 the final examination.

"As usual fresh admissions were made after the Diváli vacation. Two trained masters holding 15 rupees certificates were allowed to join the 3rd year's class as free students, 54 stipendiary and 6 free students were selected for admission to the 1st year's class, and 8 stipendiary and one free student for admission to the Mahomedan preparatory class. Ráo Sáheb B. K. Huilgole died on 8th May 1885 and was succeeded by Ráo Sáheb R. B. Karandikar who joined the appointment on 18th July 1885. He has submitted a satisfactory report on the working of the College during the year, and I am glad to note that he has introduced several reforms in the working of the Practising School, the gymnasium and the boarding-houses. Hitherto there were two boarding-houses for Bráhmins and Lingáits, and a third one was opened during the year for Mahomedans. The total number of boarders is 70 Bráhmins, 38 Lingáits, and 23 Mahomedans.

"**Kolha'pur.**—The school for masters at Kolhápur contains 17 students who were admitted in October 1884 and will be ready for the 2nd year examination in October 1886."

"The class for mistresses at Kolhápur continues under the superintendence of Miss Litt'e and contains 4 students against 8 in 1884-85. Five students were examined during the year and granted certificates—1 for the final and 4 for the second examination."

101. At Hyderabad the number of students on the rolls is 28 and six seniors passed for the higher and six juniors for the lower certificate. Sind.

"Out of the number passed for the upper certificate one is a private school teacher who did not receive regular training in the Normal School. Out of those presented for the lower certificate two were already untrained teachers in the service of the Department, of whom one only passed. It is satisfactory to note that the number of applicants for admission has increased this year. Out of 23 candidates who presented themselves for examination 15 were admitted."

THE EDUCATION OF DIFFERENT CLASSES OF THE POPULATION.

102. The Lingáit Association at Dhárwár has set a good example of self-help. Their fund now amounts to Rs. 65,000, and from the interest realized two scholars are maintained in the Dhárwár High School, two in the Deccan College and four in the College of Science. At Poona the Maráthas are raising a fund for the benefit of their community, and at Karáchi the Musalmans have established the Madressa which has been noticed in a previous paragraph, while an influential Committee with the Honourable Mr. Dayaram as President have planned the establishment of an Arts College for Sind.

"The promoters of the Arts College continued their endeavours to raise a fund for the endowment of the proposed College, with the result that promises of subscriptions amounting to Rs. 75,000 were received, of which amount Rs. 58,119 were collected before the 24th of February 1886. The various municipalities agreed to contribute Rs. 10,000 yearly towards the maintenance of the College, and Mr. Edulji Dinshah offered a bungalow rent-free for its accommodation. As far as local arrangements go every thing that is necessary has been done and the decision of Government on the final arrangements to be made is now awaited."

103. The table showing the races or castes of the children dealt with in this report is as follows :—

	1884-85.	Per cent.	1885-86.	Per cent.
Christians	9,779	2·2	10,582	2·2
Hindus { Bráhmans	87,810	20·0	90,228	19·5
Hindus { Others	271,290	61·8	285,859	62·0
Mahomedans	54,148	12·3	57,747	12.5
Pársis	11,849	2·7	12,316	2·7
Jews	918	·2	933	·2
Aboriginal and Hill Tribes	2,622	·5	3,321	·7
Others	...	...	1	...
	438,416	...	460,987	...

The detail of these figures is given in the table which follows :—

Table of different Castes under Instruction in Government,

Description of Schools.	I. Christians.					II. Hindus.							
	Europeans.	Indo-Europeans and Eurasians.	Portuguese.	Native Converts.	Total.	Brâhmans.	Kshatris (Rajputs).	Kâyastha or Parbhus.	Lingâyats.	Jains.	Trading Castes, Banias, Bhâtiâs &c.	Cultivators, Kunbis, &c.	Artisans, Sonârs, Sutârs Lohârs, Darjis, &c.
Institutions maintained by the Department.													
Colleges	32	24	44	9	109	407	71	41	4	19	101	26	9
Medical Schools	..	..	4	1	5	49	10	1	..	1	10	35	3
Engineering School	..	..	..	..	..	..	..	..	..	..	2	..	..
Workshop attached to the College of Science.	2	2	4	..	8	60	1	3	..	1	..	..	1
Agricultural Class, (College of Science..	1	..	..	..	1	25	2	5	..	..	3	..	1
Forest Class (College)	..	..	..	..	..	5	2	4	..	..	..	..	..
School of Art	13	3	22	3	41	39	10	24	4	..	7	12	40
Normal Schools for Masters	..	..	..	..	..	258	4	..	24	10	22	37	5
Do. for Mistresses	..	..	1	10	11	32	1	2	..	..	2	18	3
High Schools (boys')	5	18	13	53	89	3,156	118	363	90	109	695	267	185
Do. (girls')	..	..	..	7	7	28	..	6	..	..	3	4	3
Middle Schools, (boys')	..	3	6	2	11	1,258	58	213	39	218	672	129	251
Primary Schools, (boys')	..	..	..	1	1	104	23	7	36	9	43	105	47
Do. (girls')	..	..	..	7	7	27	10	11	..	3	2	55	10
Total	53	50	94	93	290	5,600	310	689	198	370	1,562	692	558
Institutions maintained by Local Boards.													
Agricultural Classes	..	..	..	..	..	..	..	..	..	..	..	1	..
Industrial Schools	..	..	1	..	1	..	..	..	..	28	1	16	14
Middle Schools, (boys')	..	..	..	4	4	591	12	33	122	27	84	109	69
Primary Schools, (boys')	..	6	154	1,026	1,186	36,126	5,260	1,164	24,485	60,42	16,580	53,760	16,892
Do. (girls')	..	..	..	21	21	1,413	227	74	1,008	331	640	704	559
Night Schools	..	..	..	1	1	57	52	..	418	53	109	729	368
Total	..	6	155	1,052	1,213	38,187	5,551	1,271	26,033	6,481	17,378	55,319	17,902
Institutions maintained by Municipal Boards													
Middle Schools, (boys')	..	..	9	4	13	988	25	61	86	16	236	105	66
Do. (girls')	..	..	..	15	15	..	..	..	..	..	..	..	..
Primary Schools, (boys')	..	..	77	370	447	12,906	869	683	2,753	1,631	6,977	5,739	5,047
Do. (girls')	..	..	73	27	100	2,018	152	230	607	304	911	828	1,056
Night Schools	..	..	..	2	2	50	10	1	24	16	61	105	165
Total	..	..	159	418	577	16,052	1,056	975	3,470	1,967	8,185	6,837	6,354
Institutions maintained by Native States.													
Colleges	..	..	..	..	..	47	..	1	.	5	11	..	.
School of Industry	..	..	..	..	..	34	15	..	..	..	1	..	36
Normal Schools for Masters	..	..	..	..	..	62	2	..	..	14	4	1	2
Do. for Mistresses	..	..	..	..	..	6	..	..	..	4	1	1	..
High Schools, (boys')	..	1	7	2	10	1,368	74	21	7	225	263	45	43
Middle Schools, (boys')	..	..	..	3	3	1,482	41	28	83	400	403	110	63
Primary Schools, (boys')	..	..	1	133	134	17,934	2,964	271	5,586	10,398	11,031	10,776	7,505
Do. (girls')	..	..	..	19	19	2,159	217	56	313	831	1,149	507	700
Night Schools	..	..	..	..	..	170	66	3	165	127	107	775	301
Police do.	..	..	..	..	..	1	5	..	..	..	..	94	2
Total	..	1	8	157	166	23,193	3,384	380	6,154	12,004	12,970	12,309	8,662
Institutions aided by the Department or by Local or Municipal Boards.													
Colleges	5	2	9	7	23	208	6	28	2	1	12	6	5
Industrial Schools	..	..	..	46	46	5	3	1	2	2	..	39	11
Normal Schools for Masters	..	..	..	54	54	..	..	..	..	..	..	1	.
High Schools, (boys')	662	691	1,533	364	3,250	2,357	170	230	45	143	444	299	271
Do. (girls')	400	434	80	46	960	2	..	..	..	..	..	.	..
Middle Schools, (boys')	132	216	108	582	1,038	861	46	63	63	47	291	170	115
Do. (girls')	253	378	399	232	1,262	21	5	31	..	..	3	3	1
Primary Schools, (boys')	..	..	48	807	855	427	86	87	140	129	805	815	554
Do. (girls')	..	2	10	616	628	587	190	296	29	372	412	419	521
Indigenous Schools, (boys')	..	..	47	24	71	1,697	196	149	2,281	462	1,284	3,377	1,058
Do. (girls')	..	..	..	.	.	..	..	..	..	..	..	..	..
Night Schools	..	..	..	10	10	10	3	11	..	..	1	196	26
Sanskrit Pâthashâlâs	..	..	..	..	..	124	..	.	..	..	..	..	..
Total	1,452	1,723	2,242	2,783	8,200	6,801	712	898	2,563	1,157	3,295	5,357	2,574
Unaided Institutions.													
High Schools	..	..	..	..	..	36	4	21	..	10	104	1	9
Middle Schools	..	3	120	1	124	697	16	40	26	15	100	78	57
Primary Schools, (boys')	..	..	..	3	3	84	15	10	71	21	101	27	30
Do. (girls')	..	..	..	..	..	30	2	7	..	..	6	2	9
Total	..	3	120	4	127	853	37	78	97	46	311	108	105
Institutions maintained by other Departments.													
Police Schools	..	..	1	8	9	42	105	..	13	..	4	293	5
Grand Total	1,505	1,733	2,779	4,515	10,532	90,228	11,155	4,282	38,528	22,025	43,700	80,915	36,150

Aided and Inspected Institutions.

						III.—Mahomedans.								IV.	V.	VI.	VII.	
Shopkeepers (Ghánchas, Kachiis, Tambolis, &c.).	Labourers and servants, Dhobis, Bhistis, Bhoés, &c.	Low Castes (Mochis, Dheds, Bhangis, Mángs, Máhars, &c.).	Armis.	Miscellaneous (Bhats, Vanjáris, Bharwáds, Rabáris, &c.).	Total.	Sayads.	Shaiks and Memons.	Mogals.	Pathans.	Bohoras.	Khojas.	Others.	Total.	Párais.	Jews.	Aboriginal and Hill Tribes.	Others.	Total.
8	.. 7	3	6	..	750	5	..	..	3	4	7	2	21	282	11	..	..	1,173
..	..	..	8	..	124	..	11	..	9	..	..	..	20	1	5	..	..	155
..	12	..	14	..	16	..	..	..	..	..	..	1	1	2	..	..	..	19
..	..	..	..	..	78	..	..	1	..	..	..	..	1	2	1	..	..	90
..	..	1	..	..	37	..	..	..	..	..	..	..	..	..	..	..	..	38
..	..	..	..	..	11	..	..	..	..	..	..	..	..	..	..	..	..	11
4	..	1	..	1	142	1	..	..	2	3	2	..	8	30	6	..	..	227
13	2	..	..	3	378	1	32	1	28	3	..	8	68	..	..	..	..	446
2	..	..	..	..	60	1	1	1	..	..	..	..	3	8	2	..	..	84
87	37	5	397	117	5,626	81	73	22	75	23	17	21	262	782	23	..	..	6,782
..	..	..	..	7	51	..	..	..	..	..	..	..	..	..	11	..	..	69
41	41	1	21	47	2,989	22	41	6	57	26	26	23	201	542	13	..	..	3,756
26	57	38	38	32	655	18	47	1	39	4	4	176	289	52	..	..	..	997
28	1	5	..	2	149	..	..	..	1	..	..	25	26	20	3	..	..	214
199	157	54	484	200	11,073	79	205	32	209	63	56	256	900	1,730	75	..	..	14,068
..	..	..	..	..	1	1	1	..	..	..	1	5	8	..	..	..	..	9
12	6	..	..	74	151	2	..	..	..	..	..	1	3	..	..	..	..	155
28	4	..	4	46	1,129	8	17	1	2	..	3	7	38	8	7	..	..	1,186
3,650	6,604	3,831	303	8,925	183,572	1,980	8,060	1,058	1,720	2,912	702	7,323	23,764	1,418	94	2,482	..	212,516
132	135	28	..	275	5,535	40	284	22	9	125	87	26	602	135	6	1	..	6,300
61	128	61	..	80	2,116	20	137	5	37	97	49	173	518	..	..	7	..	2,642
3,888	6,877	3,920	307	9,400	192,504	2,060	8,499	1,086	1,777	3,134	842	7,535	24,933	1,561	107	2,490	..	222,808
67	59	1	200	40	2,060	13	29	13	11	3	2	72	143	2	3	..	..	2,221
..	..	..	..	2	2	..	..	..	..	..	..	..	..	..	..	..	..	17
2,309	2,437	1,258	700	1,656	45,124	1,033	4,580	418	1,067	758	352	3,186	11,394	472	121	109	..	57,667
269	156	41	240	205	7,017	69	212	26	29	13	34	518	801	129	45	5	..	8,197
68	116	32	1	44	763	32	187	12	34	35	19	294	613	..	1	12	..	1,381
2,713	2,768	1,332	1,300	1,947	54,956	1,147	5,008	469	1,141	809	407	4,070	13,051	603	170	126	..	69,483
..	..	..	..	..	64	..	..	..	..	..	..	..	..	4	..	..	..	68
..	..	5	..	1	92	..	1	..	..	..	..	11	12	..	..	..	..	104
..	..	1	..	..	86	..	..	..	1	..	..	..	1	..	..	..	..	87
..	..	..	..	..	12	..	..	..	..	..	..	1	1	..	..	..	..	13
5	11	2	..	7	2,071	3	22	12	2	2	7	3	51	36	1	..	..	2,159
24	32	2	..	19	2,637	17	38	6	7	2	25	12	107	19	..	2	..	2,768
1,510	1,691	867	..	2,728	73,261	572	4,555	380	596	1,029	1,896	3,241	12,179	117	13	481	..	86,185
32	92	45	..	267	6,418	31	150	15	31	19	95	98	439	29	9	7	..	6,921
46	155	35	.	111	2,041	41	135	2	4	25	22	137	366	..	..	4	..	2,411
..	..	..	..	..	102	3	46	3	..	..	..	..	52	..	..	..	..	154
1,667	1,981	957	..	3,183	86,784	667	4,947	418	641	1,077	1,955	3,503	13,208	205	23	494	..	100,880
2	..	..	..	1	271	1	..	..	1	6	1	1	10	127	2	..	..	433
2	5	24	..	..	94	..	..	..	..	..	..	2	2	35	3	..	..	180
..	..	4	..	..	5	..	..	..	..	..	..	..	..	..	..	..	..	59
55	9	9	113	68	4,213	61	77	32	53	34	55	44	356	1,121	113	..	..	9,052
..	..	..	..	..	2	..	..	..	..	..	..	..	..	37	17	..	..	1,016
39	22	7	166	69	1,959	37	27	9	53	55	65	55	301	469	53	..	..	3,820
..	2	..	..	..	66	..	..	..	..	3	..	..	3	353	5	..	..	1,689
486	208	888	504	305	5,434	103	327	11	243	267	268	407	1,626	1,956	147	3	1	10,022
103	54	49	130	59	3,227	21	46	1	2	41	14	67	192	2,074	186	..	..	6,307
401	393	130	1	1,047	12,476	119	180	60	260	141	220	1,450	2,330	151	17	83	..	15,178
..	..	..	..	..	..	..	..	..	..	..	..	..	.	20	..	..	..	20
21	5	1	..	11	285	16	..	3	..	..	..	..	19	..	10	..	..	324
.	..	..	..	..	124	..	..	..	..	..	..	..	..	..	..	..	..	124
1,113	713	1,132	914	1,563	28,292	358	607	117	617	552	633	2,083	4,967	6,840	555	86	1	48,450
17	3	..	..	..	206	1	..	1	..	23	39	..	64	1,284	..	..	..	1,553
5	7	..	45	22	1,106	4	..	.	6	7	91	4	112	93	1	..	..	1,436
9	5	40	43	1	457	1	44	7	..	24	110	37	223	480	..	..	..	1,163
5	1	..	..	5	73	1	..	..	..	..	1	18	20	10	1	..	..	104
36	16	40	88	28	1,843	7	44	8	6	54	241	59	419	1,867	2	..	..	4,288
11	88	5	..	69	635	14	168	16	17	1	8	48	269	1	4	125	..	1,040
9,622	12,600	7,440	8,093	16,349	376,087	4,332	19,478	2,146	4,408	5,690	4,142	17,551	57,747	12,316	933	3,321	1	460,987

Miscellaneous Notices.

104 **Examination Returns.**—The general results of the school examinations held during the year will be found in Appendix M. Besides the figures there given for candidates passed under the V. English and VI. Vernacular Standards, candidates were passed at the Zilla Examinations (for certificates qualifying for Government employment) as under:—

Division.	Collectorate.	First Class Certificate, V. English Standard.		Second Class Certificate, VI. Vernacular Standard.	
		Number examined.	Number passed.	Number examined.	Number passed.
Central Division ...	Poona	71	6	315	96
	Sholápur	29	14	199	86
	Sátára	32	12	459	155
	Ratnágiri	10	6	387	157
	Thána	34	14	241	68
	Kolába	14	6	290	59
	Bombay	50	8	107	21
	Total ...	240	66	1,998	642
North-East Division.	Khándesh	24	12	268	71
	Ahmednagar	41	19	139	57
	Násik	14	6	174	26
	Total ...	79	37	581	154
Northern Division ...	Surat	78	21	218	72
	Broach	15	11	171	95
	Kaira	22	15	268	107
	Panch Mahals	...	...	101	41
	Ahmedabad	68	10	343	188
	Káthiáwár	1	...	3	2
	Total ..	184	57	1,104	505
Southern Division ...	Belgaum	46	5	385	92
	Dhárwár	47	14	545	122
	Bijápur	26	8	191	91
	Kolhápur	7	1	334	73
	Kánara	19	7	119	41
	Total ...	145	35	1,574	419
Sind...	Karáchi	29	17	54	25
	Hyderabad...	42	12	149	75
	Shikárpur	106	33	311	132
	Umarkot	3	3	19	12
	Total ...	180	65	533	244
	Grand Total ...	828	260	5,790	1,964
Corresponding figures for 1884-1885.		780	296	5,615	1,862

105. In the Central Division Mr. Kirkham had heavy work in connexion with higher education and Municipal Boards. The Deputies have had a share in this work and Mr. Nene at Poona is specially mentioned by the Inspector. In Ratnágiri we have lost Mr. G. B. Patwardhan who died of fever early in the year. His place has been taken by Mr. S. S. Nadkarni who has given satisfaction, and Mr. Kirkham also reports that the Deputies in Bombay have worked with a fair measure of success. In the North-East Division the Inspector gives

a good account of all his Assistants and Mr. Sahasrabudhe himself had considerable work in the examination of aided schools and in arranging for the transfer of schools to Municipal Boards. The heavy work of the Northern Division has been most efficiently performed throughout the year, and Mr. Giles is to be congratulated on being able to give an excellent account of his large staff of Deputies and Assistants who have given satisfaction without any exception. In the report for 1884-85 Mr. Patwardhan was attacked because he was new to the Southern Division and was not sufficiently impressed with the extraordinary advance made by it during the last few years. But Mr. Patwardhan was no stranger to the Division for he acted there as Inspector from March 1878 to May 1879 and was specially selected for the appointment in order that he might introduce at Dhárwár the method which had proved to be successful in the Training Colleges at Poona and Ahmedabad. So far as Departmental officers are concerned the first* impetus to the movement in favour of primary education in the Southern Division was given by Mr. Patwardhan, while Mr. Russell had the merit of directing and developing this movement in the years subsequent to 1879. Mr. Patwardhan has exhibited his usual energy during the year under report, and he speaks in high terms of the work done by Mr. Rodda at Dhárwár. The Kánara and Belgaum Deputies are said to have been active, but more energy is required at Bijápur. Mr. Jenkins has submitted an excellent account of Sind where he promised to be as successful as Mr. Fulton was some years ago; and he speaks well of the work of his subordinate officers, making special mention of the senior Deputy Ráo Sáheb A. T. Bhojvani.

Physical education.

106. The Inspectors' remarks on the important subject of physical education will be found in Appendix N.

Public Libraries.

107. In the year 1884-85 my list showed 30 libraries in the Central, 40 in the Northern, 14 in the North-East, 15 in the Southern Division and 7 in Sind. In the year under review three new libraries were opened at Kalyán, Sholápur and Khárághoda.

Educational Museum and Library

108. Mr. Kirkham continues to give us great help by his Museum and Library in Bombay.

"This institution which is an offshoot of my office has made satisfactory progress during the year. It has supplied models and measurements for furniture to a large number of managers of schools and has been visited by many teachers, managers and school inspectors from all parts of India It has already had a perceptible effect upon the furnishing of a considerable number of new schools established since its opening. I might mention the admirably equipped girls' school in the Fort, Bombay, endowed by Mr. Sorábji Shápurji Bengali, C.I.E., as a striking example of the good the museum has done. I consider this school on the whole the most perfectly furnished school on this side of India. I was gratified to find the influence of the models in our museum had reached in a practical way as far as Sávantvádi. The educational library is growing and now contains about 2,000 books. I hope in the course of the present year to issue an official catalogue, and I anticipate a future of great usefulness for this branch of my office."

Encouragement of Literature

109. Grants amounting to Rs. 3,520 were spent during the year: the largest items being Rs. 500 for a Gujaráti work on comparative anatomy (by the Reverend Mr. Rea), Rs. 400 for the Indian Antiquary, Rs. 553 for the Educational Record and Rs. 500 for an English translation of the Mahábhárat.

Vernacular Committees.

110. The Maráthi Committee or their Secretary reported on 35 new books, while 8 were prepared for the press and seven reprinted. Thirty-two Gujaráti books were reported on, 7 revised and 10 reprinted. The Kánarese Committee has suffered a loss by the retirement of the Reverend Mr. Ziegler who has left India after many years of educational work. Eight works were placed before the Committee during the year and two of these have been recommended for use after revision. The Kánarese Translator has reprinted 6 books, revised 10 and reported on 9 new ones. He is also engaged on a new grammar of the Kánarese language. In Sind the Vernacular Literature Committee has had but little work.

"Of the four books submitted to it during the year two were Treatises on Sindhi Orthography and the third a Sindhi Grammar. The fourth book was a compilation of verses on religious subjects possessing little merit and of no general interest. Science primers on botany and astronomy were translated, and some of the reading books revised."

* Para 17 of Government Resolution No. 74 of the 21st January 1880 specially commended Mr. Patwardhan for his successful work in the Southern Division.

The Dakshina Fund.

111. The expenditure from the Dakshina was as under :—

	Rs.	a.	p.
Allowances to Bráhmins	942	15	10
Do. to teachers and students ...	14,283	1	6
Payments to authors	4,524	9	0
Prize Committee and Accountant	931	15	5
Total ...	20,682	9	9

The payments to authors included Rs. 1,000 which the Committee distributed in prizes, and large sums such as Rs. 300 for the Nyáya Bharati by Mr. Bhimáchárya Jhalakikar, Rs. 360 for a legal work by Mr. B. R. Kotwál, Rs. 465 for the Kádambari by Dr. P. Peterson, Rs. 375 for the Vyákarna Mahábháshya of Pátanjali by Dr. F. Kielhorn, Rs. 225 for Bhartrihari's Nitishataka and Vairágyasataka by Mr. K. T. Telang and Rs. 437-8-0 for the Kávyaitihás Sangraha by Mr. K. N. Sane.

Conclusion.

112. The year has been one of discussions and reports beyond all precedent. The new Acts for local and municipal boards brought a great deal of correspondence upon the Inspectors and the rules for the management of the schools made over to municipal boards have been under prolonged consideration. The latest draft on the subject is printed in Appendix O. The subject of technical instruction has also been under anxious consideration and a Resolution on the subject will be found in the same appendix.

In accordance with the orders of Government I had arranged for a conference of school managers to be held during the monsoon of 1885, but I had occasion to take furlough before the time appointed for the meeting and the conference was held under the management of my *locum tenens*. The recommendations of the conference were afterwards considered at a meeting of the Inspectors and certain proposals were made to Government. The financial effect of these proposals was not clearly brought out, but Mr. Lee-Warner was "inclined to believe that if the recommendations had been fully applied in 1884-85 they would have increased the awards on the schools aided by results from Rs. 1,25,499 to Rs. 1,53,000." On my return to duty in November I found that the grants under our existing rules were increasing at a rapid rate, and I, therefore, advised Government not to sanction any proposals entailing fresh expenditure. A year before—in November 1884—I had asked for a budget provision of Rs. 1,72,000, and the result justified my calculations, as the award for 1885-86 came to Rs. 1,69,644 or Rs. 30,144 more than the budget provision sanctioned by Government. The award for the current year is expected to show a further increase of Rs. 20,000, and in the present financial crisis it is desirable to provide means for meeting existing engagements before sanctioning more liberal rules.

Lists for the awards* of 1885-86 are published in Appendix P., and the totals are as under :—

Class of School.	No. of Schools.	Average Monthly Number on the Rolls.	Average Daily Attendance.	Provincial Award by Results.	Fee Receipts.	Other Receipts.	Total Cost.	Average Cost per Pupil	Average Cost to Government per Pupil	Average Fee Payment on the Average Monthly Number on the Rolls.
				Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p	Rs a p
European and Eurasian	38	2,729	2,293	46,417 0 0	81,520 12 0	54,049 4 0	1,82,58 0 0	67 1 3	17 0 10	29 15 2
English teaching ..	19	3,316	2,846	27,841 8 0	39,437 0 0	13,859 8 0	80,6-18 0 0	24 5 1	8 3 11	11 14 3
Anglo Vernacular	74	7,108	5,864	51,652 0 0	64,589 7 0	58,203 6 10	1,74,474 13 10	24 8 9	7 4 3	9 1 4
Vernacular .. .	552	22,839	17,890	32,381 13 4	37,281 0 0	52,290 0 0	1,21,95 13 4	5 5 5	1 6 8	1 10 1

*Exlusive of grants to Colleges and special schools.

113. The educational conference recommended a re-adjustment of the standards which was accepted by the Government Inspectors, but had to stand over until the University decided on the scheme for a final school examination which has been under consideration for some years past. The scheme which the University has lately placed before Government is as under :—

THE UNIVERSITY SCHOOL FINAL EXAMINATION.

Compulsory Subjects.

I.—English, as at Matriculation.

II.—French, German, Latin, Portuguese, or one of the Indian Vernaculars.

(1) As at Matriculation.
(2) Reading aloud and translating or explaining a passage from some standard author.
(3) Writing to dictation.

III.—Arithmetic.

Optional Subjects.

N. B.—Every candidate will be required to satisfy the Examiners in two of the optional subjects, and no one will be examined in more than three.

I.—English : Book or Books to be prescribed.

II.—Second Language :—

Gujaráti. Maráthi. Kánarese. Hindustáni. Sindhi. Arabic. Persian. Portuguese. French. German.	Book or Books to be prescribed.

III.—History.—England and India, Text books to be prescribed.

Geography.—Physical, Political and Commercial, with special reference to Great Britain, India and the Colonies.

IV.—Mathematics.—Algebra to Quadratic Equations inclusive; Euclid Books I.—IV. with deductions.

V.—Natural Philosophy.

N. B.—Candidates must satisfy the Examiners in (*a*) and in one of the following (*b*) (*c*) and (*d*) to be selected by the candidate.

(*a*) Elementary facts of chemistry with the laws of chemical combination. (*b*) The Elements of Statics, Dynamics and Hydrostatics experimentally treated. (*c*) Experimental Laws and Elementary Principles of Heat. (*d*) Experimental Laws and Elementary Principles of Electricity and Magnetism.	Text books to be prescribed.

VI.—Biology.

(*a*) The Elements of Zoology and Animal Physiology, or (*b*) The Elements of Botany and Vegetable Physiology.	Text books to be prescribed.

VII.—Political Economy.

Outlines of Political Economy.	Text book to be prescribed.

VIII.—Agriculture.

N. B.—Candidates to be examined in this subject at centres selected by the University.

IX.—Drawing—

(1) Geometrical Drawing and Linear Perspective.

(2) Drawing from the Flat and from Models.

The Examiners will publish a list of successful candidates in three classes, the names in each class being arranged in alphabetical order and a candidate's place being determined by the aggregate of his marks in all the subjects in which he has been examined.

114. The other points which the conference pressed upon the attention of Government were :—

"(*a*) The adoption of the principle of a *mixed grant.*—A fixed portion of the grant to be calculated on the basis of expenditure, the remainder to be awarded by results according to a reduced scale, the whole to be limited by a fixed maximum per pupil.

"(*b*). The awarding of grant-in-aid to the seventh standard (Matriculation class), there being no reason why this standard should be unaided, while the standards immediately below it and immediately above it receive aid from Government.

" 3. The granting to aided private schools which have been in existence for seven years of all the privileges of schools under recognised management."

The last of these proposals would entail an increased expenditure of Rs. 3,000, and the other two proposals would be still more expensive. The first proposal implies that the system of payments by results is to be continued, but this system is not applied to High Schools in any other part of India and experience tells us that it cannot be continued here without much additional expense. It is a task of immense difficulty for the Government Inspectors to examine hundreds of boys in a single institution under the complicated standards of the High School course, and the strain in the Central Division has become so great that Mr. Kirkham has been forced to apply for two additional Deputies. We should, I think, look forward to a time when the High Schools will provide their own Examiners, with the Government Inspector as an Assessor only. This system would be possible if the grant to High Schools were a fixed grant, such as the Government of India has ordered for European Schools (*see* extract given above on pages 62 and 63). This order of the Supreme Government also makes against the second proposal of the conference, and the order is repeated in a later* Resolution which in several important questions will regulate our course for the future :—

The †conference propose to substitute for the words "by the primary and middle departments" in Article 30, the words "under the preceding article." The object of this change, it is stated, is to allow schools that receive fixed monthly grants on account of the classes preparing for the Entrance Examination of the Calcutta or the Panjab University to earn in addition the grants specified in Article 28 for the final examination of High Schools recognized in the Code. The conference add—

"We believe that when this article was introduced into the Code last year, it was the intention of the Government of India to encourage schools to take up the Code Standard instead of the University Standard. If the managers of schools are obliged to choose only one of the two examinations, the parents of the scholars will almost certainly force them to select the Entrance Examination, at any rate in the schools that are now recognized as High Schools. If managers are allowed to draw the fixed monthly grants for the entrance classes, and in addition to receive the grants specified in Article 28, we believe that some of the schools will adopt the Code Standard; and this may ultimately supersede the University Examination in European Schools, especially when parents find by experience that, in making appointments to Government service, preference is given to candidates who have passed the Code Examination. * * * We think, however, that the method of giving grants for the classes preparing for the University Examinations, or for admission to the Thomason College, Roorkee, is not in accordance with the Code. These grants depend upon results, whereas we believe that they were intended to be fixed grants in order to avoid directly encouraging an increase in the number of candidates for such examinations."

The Governor General in Council concurs in the above views, and sanctions as a tentative measure the recommendation of the conference that schools may be allowed to receive fixed

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*Dated the 13th of August

† The conference consisted of some of the Government Inspectors in the Presidency of Bengal and was summoned to revise the Code for European Schools which was issued last year.

monthly grants on account of classes preparing for the Entrance Examination, and to earn in addition the grants specified in Article 28 for the final examination of High Schools recognized in the Code. * * * * * * *

The Governor General in Council accepts recommendations (1), (3), and (4); but as regards (2) His Excellency in Council does not approve the recommendation to omit "an Indian vernacular" from the list of optional subjects. He trusts that an increasing number of pupils, who may take up either French or German or Latin as a compulsory subject, will take up an Indian vernacular as an optional one. * * * *

The Governor General in Council takes the opportunity of inviting the attention of Local Governments and Administrations to the question of introducing drawing and physics as compulsory subjects in the final standard examination. He also invites attention to the question whether drawing should not be made an elementary subject in all standards, and elementary science a class subject in Standards I to IV. His Excellency in Council deems the study of the above subjects to be of the highest importance in every system of training devised to fit pupils for practical and industrial pursuits, and he would be glad if Local Governments and Administrations would direct the educational officers who are entrusted with the supervision of European Schools to enquire into the available means of giving effect to the measure, in view to its consideration at the next meeting of a conference of educational officers.

K. M. CHATFIELD,
Director of Public Instruction.

Poona,
Office of the Director of Public Instruction.
October 6th, 1886.

APPENDIX **A.**

Elphinstone College.

Extract from the Report of W. WORDSWORTH, Esquire, B.A., Principal, Elphinstone College.

The death of Mr. M. V. Gokhale, M A., one of our most brilliant and promising graduates, during the year under report is an event which I cannot pass over in silence. It is referred to in very feeling terms in the interesting report of his brother, Mr. N. V. Gokhale, which I commend to your attention. The deceased gentleman possessed a most intelligent and vigorous mind, and if his life had been spared he would have been a distinguished member of native society, and perhaps also of the Education Department, to which I was anxious to attach him. When I proposed, sometime ago, the erection of 2 Assistant Professorships I had hoped that Mr. Gokhale and others like him might have been induced to devote themselves exclusively and permanently to the work of higher education, for which there are at present few inducements. We have now, as you know, 6 fellows on our staff, 4 of whom are Bachelors and 2 Masters of Arts. Although I cannot consider that this body of fellows is an adequate substitute for the additional Professor and Assistant Professors for whom I asked, I am bound to say that they render us very zealous and effective assistance, and that without this help the work of the college could not be satisfactorily carried on

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The Professors.—The reports of the Professors submitted with this report give particulars about their work which deserve attention. My own work has included 10 and sometimes 12 lectures weekly in History, Literature and Political Economy with the English Composition of the first class. My work is entirely confined to the 2 senior classes, which number about 120. I am unable to add to this work and to the growing demands on my time as Principal of the college, the task of lecturing the candidates for the M.A. in the School of History and Philosophy. The work cannot be done without greater leisure for preparation than I can command, and greater strength than I have at my disposal after twenty-two years' service in India. If no additions can be made to the Professoriate staff of this college it seems on all grounds desirable that the work of preparing youths for the Previous Examination should be carried on in the High Schools or Provincial Colleges, and this college be only open to students preparing for the higher examinations. With our existing staff we could teach these pretty effectively, and include in our course some lectures for those reading for the degree of M.A. If there was only one Government college with an enlarged staff, teaching up to the degree standard, the work would be still more efficiently done. The importance of a body of Assistant Professors, qualifying themselves to rise to the rank of Professors is becoming yearly more felt, and I can hardly see how casual vacancies are to be filled hereafter, when any Professors are absent on furlough. It is not desirable to put young men, who have just graduated, in charge of the higher classes; and, ordinarily, head masters of schools, whatever may be their capacities and energies, are ill-fitted to take up, at short notice, the work from which for some years their attention has been diverted.

Another important question has recently been considered by the Government, which closely concerns the future prosperity and development of the college; I mean its transference to a more appropriate site than the one it now occupies. Here I need only insist that it will be necessary to preserve and maintain, in some form, the common collegiate life which our students value very highly, and which in a crowded and busy city like Bombay where suitable residential quarters are so difficult to find, and so expensive when found, is almost indispensable. These residential quarters need not, of course, be in close proximity to the college,—that is, to the lecture rooms, library and laboratory,—but they should be within convenient distance, and easily accessible by rail If these conditions were fulfilled, I should be glad to see the Elphinstone College transferred to the immediate neighbourhood of the University, where portions of the University buildings and, above all, the library might by permission of the Senate be utilized by our students. The new laboratory has been a great gain to the students who engage in physical studies. You are, however, aware that for the study of spectroscopic astronomy the compound of Elphinstone College is totally unfitted, and that it would be quite impossible to make any use of the telescope in a situation which is becoming every day more and more an industrial centre of Bombay. On this subject Mr. K. D. Naigamwala has prepared a very instructive memorandum, which will shortly be laid before you.

I must now say a few words of the results of the University examinations during the past year. Three students from this college went up for the degree of M A., of whom only 1, I regret to say, passed. The subjects selected by these gentlemen were Natural Science and Mathematics. There were no candidates, this year, from this college in Literature, Logic, or Philosophy. Three ex-students also appeared at this examination, and all 3 failed. These results seem to show that, so long as the provision for instruction in the higher branches of study is so inadequate, few of the Bachelors in Arts will continue their studies and still fewer obtain the degree of Master of Arts. For the final examination

for the degree of B.A. 80 candidates presented themselves from this college, of whom 21 passed the examination. Ten ex-students also passed. For the 1st B.A. Examination 78 students appeared, of whom 36 passed. Seven ex-students also passed this examination. The results in the Previous Examination were, as usual, disappointing. One hundred students appeared, of whom 31—less than a third—passed. Apart from the comparatively unprepared state in which the students come to us, and the difficulty of teaching effectually such large classes, I consider that a period of one year is insufficient for any, except clever and industrious boys, to prepare themselves properly in the various subjects required by the University. The subject is at present under the consideration of the Faculty of Arts.

APPENDIX **B.**

Deccan College.

Extract from the Report of R. G. OXENHAM, Esquire, M.A., Principal, Deccan College.

Mr. V. N. Pathak, Acting Professor of Logic and Moral Philosophy, appointed Acting Principal, Elphinstone High School, delivered charge of the Acting Professorship on the 22nd July 1885; and Mr. M. V. Gokhale took charge of the Acting Professorship of Logic and Moral Philosophy on the 24th July 1885. Mr. Gokhale died on the 28th August 1885, and the chair was vacant till 11th December 1885. Mr. G. V. Karkaray and Mr. G. W. Forrest delivered over and received charge of the Professorship of Mathematics on the 1st October 1885, and again Mr. G. V. Karkaray took charge of the same Professorship on the 30th March 1886. R. G. Oxenham, Esquire, and F. G. Selby, Esquire, received and delivered over charge of the Principalship on the 11th December 1885.

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The following statement, compiled from the University Registrar's Report, shows the percentage of passes from the various colleges. Ex-students are omitted from the calculation. A college can neither take credit for their success, nor be responsible for their failure:—

P. E.	Percentage passed.
St. Xavier's	55
Gujarát College, Ahmedabad	45
Fergusson College	34
Deccan College	32
Elphinstone College	31
Free General Assembly's Institution, Bombay	31
Baroda College	22
Bhavnagar Sámaldás College	17
Rájárám College	10
1st B.A.	
Elphinstone College	47
Deccan College	41
St. Xavier's College	41
Gujarát College	23
Free General Assembly's Institution, Bombay	18
2nd B.A.	
Free General Assembly's Institution, Bombay	100
Deccan College	80
St Xavier's College	80
Elphinstone College	70

M.A.

For the M.A. Examination, 3 candidates appeared from this college, of whom 1 fell sick in the middle of the examination and 1 passed.

2nd B.A.

For the 2nd B A. Examination, 30 appeared from this college, 24 of whom passed, and 7 ex-students, of whom 4 passed.

1st B.A.

For the 1st B.A. Examination, 44 candidates appeared from this college, of whom 18 passed, and 20 ex-students, of whom 15 failed.

The failures of candidates were in the following subjects:—

	College Students	Ex-Students
English	7	7
2nd Language	3	1
Mathematics	19	7
Total	23	15

P. E.

For the Previous Examination, 56 students appeared from this college, of whom 18 passed, and 35 ex-students, of whom 3 passed.

The failures of candidates were in the following subjects :—

	College Students.	Ex-Students.
English	... 26	22
2nd Language	... 10	13
Mathematics	... 13	17
History	... 7	7
Logic	... 6	9
Science	... 16	8
Total ...	36	27

* * * * * * * *

To summarise the above statements, this college fully maintains its efficiency as tested by the University examinations. Of the 5 University scholarships open to students of Arts Colleges, Deccan College obtained 3, and of 5 University prizes 2.

The study of Physical Science yearly attracts larger classes, and the success of the students, as reported by the Science Lecturer, reflects credit upon his teaching.

In the late P. E. the general percentage of failures was unusually large for all colleges—Deccan College, it will be seen, with only 32 per cent. of passes having done better than the majority.

The want of an additional English Professor is again shown in the results of the examination, when about 80 per cent. of the candidates, who failed to pass, failed in English, whereas only about 25 per cent. failed in this subject in the higher examinations.

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The subject of female and Mahomedan education has lately attracted considerable public notice and the attention of Government. I report with satisfaction that among the students in this college are 3 Mahomedans and 2 girls. Miss Sorabji obtained the Hughlings University Prize and a college scholarship, and Miss Samuel a college scholarship in the year under report. The success in open competition of these 2 students is a noteworthy fact in the records of female education in this Presidency.

APPENDIX C.

Gujarát College.

Extract from the Report of J. A. DALAL, Esquire, M.A., LL.B., Acting Principal, Gujarát College, Ahmedabad.

The 1st B.A. class was very weak; and, in spite of all our efforts, we could not possibly bring a single one of the weaker students up to the mark. Many of the students were failures of the year before. A large majority of them still hold on; but, as is usually the case, they have not taken a lesson from their failures, and do not at all give promise of a better fate in their next trial. But in the P. E. the Gujarát College has been able to hold its own against all other colleges. In percentage it stands first; though I know that it would be unreasonable to compare it in this way with the Elphinstone and Deccan Colleges that have to send up very large numbers to the examination. But it can lay claim to being *facile princeps* of all the 2nd Grade colleges. Out of about the same number or more sent up, the Rájárám College, Kolhápur, the Baroda College, and the Sámaldás College at Bhávnagar failed to secure more than 3 or 4 passes against 9 from the Gujarát College. Of the unsuccessful candidates 2 failed only in the total, 1 of them was our best man in English, 2 more failed only in Science and 2 in English only; 5 failed in Science, 5 in English, and 4 in the 2nd Language; and 1 each in Mathematics, History and Logic. The main strength of this college lies in the P. E. class; and that will continue to be the case for a long time.

The most important event in the year under report has been the separation of the college from the high school. I need not now recount the great difficulties we had to struggle against when the college classes occupied only two small rooms of the school building. I was asked, in September, by the Acting Director of Public Instruction to propose a scheme for the separation, without adding to the expenses to any extent. Even this was considered a step in the right direction, though a very small one, and I volunteered to serve at the head of both the institutions, leaving the Professors free for the college work only. This, however, necessitated the leaving behind of a portion of our body, the Dakshina fellows, to do work only in the school. When you recently visited the college and the school, you were pleased to take into consideration the inconvenience of this arrangement, both to the school and the fellows; and with the opening of the next term the fellows will very probably be transferred to assist the Professors in the college only.

* * With the 2 Dakshina fellows to assist us I am of opinion that

we shall be able to manage the college classes well. Though we may continue to command a large P.E. class, yet for various causes the 2 B.A. classes will never be large. After passing the P.E. many students prefer to pass the remaining two years of their college life in a place like Bombay. The want of a Law class here is another serious drawback which deters many from continuing longer in this college after passing the P. E. It is to the Law that many young students are advised to look for a bright and remunerative future and for an independent and honourable profession.

The present staff will, as I have mentioned above, be equal to the work for a long time; but it is extremely desirable that steps may be taken to separate the principalship of the college from the head-mastership of the school. It will add almost as much as an extra hand to the strength of the college, and give a full-time head master to the school.

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I would here also mention the urgent request of Mr. Kathavate to have a Shástri attached to the staff. There are 2 Shástris in the Elphinstone and Deccan Colleges to assist the Professors of Sanskrit, and for various reasons a Shástri is considered essentially necessary to the proper teaching of the language, particularly for some branches of the subject in the higher examinations. As the appointment of a Shástri is sanctioned in the new scheme, one may be appointed to the post as soon as it can conveniently be done.

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It is, therefore, my agreeable duty to bring to prominent notice the valuable work done by the Professors of this college. Mr. Kathavate has established his reputation as a Sanskrit scholar; and the able way in which he has done his work needs no remarks from me. But the college has been equally fortunate also in securing the services of Mr. H. F. Shanahan, to whom we are indebted for the excellent results and the prestige of the college as much as to any other teacher. He has given thorough satisfaction to the students; and it is mainly through his exertions that we have a Final B.A. class reading "Languages." He has worked after college hours in voluntary classes, and has greatly contributed to infuse a love of work and studious habits among the students. Mr. Cowser has already entered into his work, and it is hoped that he, too, will soon impart a proper tone to the Persian studies in the college. I have to thank Mr. Kapadia, the Science Teacher, (who has shortly, I am informed, to proceed to an independent post) and the Dakshina fellows for co-operating heartily with me and the other Professors.

APPENDIX D.

Free General Assembly's College.

Extract from the Report of Dr. MACKICHAN, Principal, Free General Assembly's College.

This college has shared in the increased attendance at Arts Colleges which has marked the past year. The attendance has risen from 122 to 161,—a number which taxes to the utmost the resources of our present very limited accommodation. Unforeseen difficulties in connection with the site of the new college building have delayed the progress of the work, but it is expected that notwithstanding these hindrances the building will be ready for occupation by the close of 1887.

A special feature in the college attendance is the presence of 2 Pársi young ladies, who passed very creditably in the last Matriculation Examination, and are now studying for the B. A. Examination with the view of ultimately proceeding to the medical degree. It deserves to be remarked that these ladies have been treated by their male fellow students with the utmost courtesy, and that their presence has exerted a favourable influence on the general tone of the class.

In November 1885 the college staff was reinforced by the arrival of Mr. W. M. Alexander as Professor of Biology and Chemistry. With this addition to the teaching staff we felt ourselves in a position to begin the B.Sc. course, and opened a 1st B Sc. class in December. The number of students attracted by the B.Sc. course of the University is still very limited, but with very little previous intimation we were able to make a satisfactory beginning.

The Chancellor's Gold Medal was awarded to Mr. A M. Masani, M.A., B.Sc., who passed the M. A. Examination in the First Class with the highest number of marks.

The new grant-in-aid rules for colleges, which have received the sanction of Government, have encouraged us to aim at a still further increase in the European staff of the college. Another appointment has just been made, and a new Professor will shortly arrive to take charge specially of the B. group of the optional subjects for the B A. Degree, *viz.*, History and Political Economy.

I think it fitting again to call attention to the overburdening of the curriculum of the first two years of the Arts course Only the third-year students preparing for the 2nd B.A. Examination are able to study under satisfactory intellectual and physical conditions,

The work prescribed for the first two years requires incessant class work with no proper intervals for exercise and recreation, and the habits acquired during these first years are apt to become permanent. I believe that History and Logic might with great advantage be omitted from the Previous course, and that the 1st B. A. course might be modified by making Mathematics an alternative subject with Logic, or Logic together with some branch of philosophical study. It is evident that the anxiety which many of the 1st B. A. students of the highest college standing feel with respect to this mathematical examination interferes very seriously with their general intellectual progress, and that a change, such as I have indicated, would do much to promote real culture.

It is more than five years since the present curriculum was fixed; most parts of it have been subjected to considerable criticism, and the time seems to have come for a general reconsideration of the position.

APPENDIX E.

Raja'ra'm College, Kolha'pur.

Extract from the Report of C. H. Candy, Esquire, B.A., LL.M., Principal of the Rájárám College, Kolhápur.

There were several temporary changes in the staff during the year. I was obliged to take eight months' leave to England on medical certificate, from May 2nd to January 2nd. During my absence the Vice-Principal, Mr. Wakharkar, acted as Principal; Mr. Paránjpe, Professor of Oriental Languages, acted as Vice-Principal; Mr. Modak as Sanskrit Professor; Mr. Kelkar as Lecturer in Physics; Mr. Godbole, First Assistant, acted as Ghorpade Lecturer; and Mr. N. P. Bhide as First Assistant Master. * * * * *
It will be seen that the B.A. class did well in the University examination, passing 50 per cent. But there was a great failure in the Previous class. With regard to this, as I was absent on leave, I am not able to give an opinion on the progress of these students during the college course. But the Acting Principal says "this failure was owing, it appears, to the standard being suddenly raised. Several of the candidates were well grounded, and I expected at least 8 more to pass. But our best calculations are sometimes upset by fluctuations in the test resulting apparently from the varying fancies of the Examiners. The system of examination is perhaps unavoidably faulty; for the Examiners have often to examine their own pupils, which circumstance will always furnish a ground of complaint to those institutions which are not represented on the Board of Examiners. On referring to the marks list I find our principal failures are in English and Sanskrit. I shall not presume to say how our students were prepared in English. In Sanskrit, however, this college has always been considered strong, and in this subject also a large number of our candidates have failed. The fact appears to be that the standard of examination was suddenly raised, and this view is borne out by the fact that the percentage of failure this year was much larger than usual in almost all the colleges in the Presidency." Mr. Paránjpe observes: "Some of the questions set in Sanskrit at the last Previous Examination do more harm than good to the cause of Sanskrit studies." This year's figures appear strange when contrasted with those of 1882, when 14 out of 18 candidates passed the University ordeal. With regard to the decrease in the numbers on the roll at the end of the year, I think that the two causes, of which I expressed fear last year, have operated strongly: they are (1) the counter-attraction of the Fergusson College with its lower rate of fees, and (2) the additional attraction of the Law class at Poona. These have been undoubtedly aided by the cheap transit to Poona afforded by the new railway to students from Belgaum and Dhárwár. Whereas last year we had 15 students from Belgaum and Dhárwár, this year we have none at all from those districts. * * *
* * * * * Good progress is perceptible in the Drawing classes under Mr. Devadhur. Of 36 candidates who appeared for the 1st Grade Examination, 12 passed, and 11 obtained prizes. One student, who had previously passed the 1st Grade from our class, this year appeared for and passed the 2nd Grade Examination. Gymnastic training was regularly kept up as part of the school curriculum under Mr. Rattonji. Professor Paránjpe tells me that the best Sanskrit scholar in the 7th Standard is also the best gymnast. The Gymkhana is as flourishing as ever, the popularity of cricket being firmly established in spite of the drawback that we have no playground, and that the boys have to walk a distance of a mile and a half to reach a piece of ground suitable for cricket. The reading-room is well supplied with English and Vernacular papers and magazines. The college library was increased by 70 volumes at a cost of Rs. 360. The annual Pravag picnic took place as usual, when competitions were held for prizes given by the same kind donors as of old. As usual, in January, at the beginning of the term, the college students played a Maráthi drama in the college hall.

Extract from the Report of B. P. MODAK, Esquire, Lecturer in Physical Science, Rájárám College, Kolháp ur.

During the first term of the year I continued my lectures on Balfour Stewart's Physics to the old P. E class that appeared at the last Previous Examination. My principal lectures were devoted to Sound and Heat. I had also to go over the preceding portion. This class was well prepared as usual, and 26 out of 41 passed in this subject in the examination, more than 80 per cent. passed in Logic and History, and about 60 per cent. passed in Mathematics. These good results were of no avail, as our students were subjected to wholesale plucking in the two languages. Many of our boys were above the average in intelligence and application, and we expected much better results this year. But we were sadly disappointed. It would be presumptuous to impute any unfairness to the Examiners. But the system, in my humble opinion, is certainly capable of improvement. Professors as a general rule should be excluded from being Examiners. But, if this were impracticable, every college should be allowed to have a representative in the body of Examiners. Again, the same gentlemen are allowed to be Examiners in different examinations, and under this arrangement a confusion may possibly arise as regards the degree of proficiency to be expected from candidates appearing for different tests.

This year the University sanctioned certain changes in the Natural Science course for the Previous Examination. But we were not informed of it till the middle of February, and changes were not notified in the *Gazette* till the end of the same month. In Bombay and Poona the Professors commenced their lectures from the beginning of the term, while I commenced six weeks after them; and consequently could finish only 100 pages,—that is, about one-third of the book prescribed. I hope this irregularity will be brought to the notice of the University authorities, that the same thing may not recur. * * * During the year under report, one reflecting telescope worth Rs. 150 and scientific apparatus worth Rs. 288 were added to the laboratory. Besides this, the late lamented Regent of Kolhápur brought with him splendid apparatus on light and electricity from England and placed it at our disposal in the college. This apparatus we shall have to purchase gradually out of our own annual grant. The college is now pretty well equipped as far as Natural Science is concerned. This gradual addition of apparatus has filled up every inch of space in the laboratory, and its extension will have to be taken into early consideration, if the subject of erecting a separate building for the college is not taken into consideration by the authorities. If a technical school and an agricultural class be opened in connection with the college, the college laboratory can, with a few additions of mechanical apparatus, give instruction in Mechanics, Physics and Chemistry. If the Fergusson and Abasáhib Memorial Funds be amalgamated and applied towards founding a technical school, the State can, with a small grant, open this important institution, and place within the reach of the lower classes the means of learning some of the manual arts.

As some of the Sardárs expressed a desire to learn photography, I have opened a small photographic room in connection with the laboratory, as the late Regent was kind enough to lend some of his photographic apparatus for use. Mr. Kelkar, the Ghorpade Lecturer, has got charge of the room and gives instruction in photography to the Sardárs, who supply the materials. The scientific conversazione was held this year for the third time during the last Christmas holidays on a grand scale, and kept open for more days than usual. The whole college building and premises were occupied, and the apparatus was distributed over 19 different centres, each science having a different room. In addition to the scientific apparatus and machinery, old arms from the palace, some specimens of jail and native manufactures and English curiosities, including English horses and sheep brought by the late Regent with him from England, were also exhibited. The greater portion of the building with its premises was illuminated with the electric light. A catalogue of the apparatus and machinery exhibited was printed both in English and the Vernacular, and about 100 masters and students were engaged in different rooms to show experiments, and explain the uses of the apparatus to the visitors. It was very much liked by all sections of the community, male and female. It had even attracted a good many people from the surrounding districts. All the Vernacular masters in the Kolhápur territory were allowed special leave of three days to enable them to attend the conversazione. The total number of visitors exceeded 12,000, and the total expenditure amounted to about Rs. 500. It was kept open for six days—three hours in the morning and three in the evening. This year the display of the apparatus was especially grand, as the late Regent placed at our disposal a large stock of scientific apparatus, electric-light machinery and a number of scientific toys which he brought from England for H. H. the Mahárája and the Chiefs. The institution is very popular, and has a considerable educating influence. As we have to show the various instruments and pieces of apparatus in actual use for a number of days to thousands of people, many of them often get out of order and require repairs and re-adjustment. I always get this done under my direction by native artisans and thus many have received substantial training in this direction and also in electroplating and gilding, in setting up electric bells and telephones, and in installing electric-light machinery Thus this grand display of scientific apparatus serves not only in popularizing and creating a taste for the study of Natural Science in all its branches, but also in training a good many local artisans. This

likewise gives us opportunities of trying several scientific experiments on a grander scale. But the labour of organizing it is great, and, therefore, I am afraid we shall not be able to do it every year. I think that this institution may be made biennial instead of annual.

In conclusion, I may mention that in the course of the year under report I completed and published a Vernacular treatise on Electricity and Magnetism, on which I was engaged for the last six or seven years.

Extract from the Report of K. G. KELKAR, Esquire, B.A., Ghorpade Lecturer in the Rájárám College, Kolhápur.

The Matriculation boys were shown the principal stars, planets, &c., both through the reflecting and refracting telescopes; and I am glad to say that I was able to show them even the phases of Mercury. Every year I find that boys begin to take very great interest in their studies when they are able to see and realise what they read in their books. The sight of such things as the rings of Saturn, the phases of Venus and Mercury, the satellites of Jupiter, and the great Nebula in Orion delight them extremely. These heavenly wonders were also shown to native gentlemen of the town and to European ladies and gentlemen whenever they expressed their desire to see them.

During the last conversazione I was in charge of the department of Optics, which included photography, magic lanterns, telescopes, microscopes, &c. The optical toys belonging to the Mahárájj, which were kindly placed at our disposal by the late lamented Regent of Kolhápur, formed the most interesting collection in this department. Under the Microscopes were shown, besides the usual objects, animal and vegetable circulations and also polar objects. Slides were shown in magic lanterns with oxy-calcium and electric light, and images were thrown on screens by means of erectors.

I have once more to refer to the kindness of Abásáhib. He having allowed us the use of his photographic kit, we were able, in the course of the current term, to make a very useful addition to the college laboratory in the shape of a photographic dark room. The initial stock of chemicals was supplied by the Chiefs of Ichalkaranji and Vishálgad, and the expenses in connection with this room are now maintained by contributions from the Sardárs and from the usual allowance for the laboratory. In opening this room we received very substantial assistance from Mr. Narso Ganesh Bhánu, a servant of the Miráj State, who has been practising photography for a long time. There being no studio attached to this room, it cannot be expected to turn out regular photographers. It is principally intended to be a sort of experimental room to enable us to give the Sardárs elementary instruction in photography. In connection with this subject I may add that I attempted to prepare dry plates here; and I am glad to say that I succeeded in making these plates. I failed in my first two trials, but succeeded the next time. The first successful plates that I prepared, were of a slow nature requiring an exposure of 15 seconds. I then proceeded to see if I could prepare plates faster than these, and the new batch that I made required an exposure of 3 seconds. I then wanted to be faster still, and the last dozen that I made had to be exposed only for half a second with a diaphram only one-third of an inch in diameter. In all these cases of exposure the object to be photographed was at a distance of from 8 to 10 feet from the camera. For making these experiments I was not able to get the proper kind of photographic gelatine; I had, therefore, to go on with Nelson's opaque gelatine that is to be had here. All my plates were prepared with this gelatine. The preparing of these plates is a work of a very delicate nature, but I may say that a person possessing a little knowledge of chemistry can, with ordinary care, reduce it to mere routine business; also that home-made plates are much cheaper than those that are to be had in the market. As I have already said, while engaged in this work I incurred several failures in the beginning. I must, however, say that I learnt more from my failures than from my success.

I next refer to another thing with which I had to do; I mean the performance before the public, by the students of the college, of a Maráthi play by name Gunotkarsha, or "The Triumph of Virtue". Out of the proceeds of the last and previous years' performances a prize of Rs. 150 was announced, about the beginning of March 1885, for a good play in Maráthi; and 33 plays were received by the Principal about the 31st August last. Three of these, being already printed and published, were considered ineligible for competition. A committee of examiners, consisting of about 20 gentlemen, was appointed by the Principal to examine these plays. After due examination 6 of these 30 plays were found to be very respectable performances. Between 2 of these 6 plays the competition was very close. The prize was at last adjudged to Gunotkarsha, a play written by Mr. Vasudeva Shástri Kharé, Sanskrit Teacher in the Miráj High School. This play is of an historical nature, and the author attempts to paint in it the characters of the great Siwáji and his son Sambháji. It was very successfully represented before the public by the students of the college about the end of last January, and from the proceeds of this year's performance a prize of a similar amount is again announced for another play in Maráthi. A second prize of Rs. 75 was given to the second of these two plays, by name Durga, submitted for competition by Mr. G. B. Deval, of Poona.

Lastly, I have to refer to the Kolhápur Gáyan Samáj, with the management of which I am connected. This Samáj is doing its usual work of giving instruction in native singing to the students of this institution as well as to outsiders. A new feature in connection with the Samáj has been the opening of a singing class for the Sardárs. This class was opened in September last, and the Sardárs receive lessons in native singing in this class, two hours a week, from Mr. Keshava Boa Gogte, who is also in charge of the singing classes of the Samáj.

APPENDIX F.

Grant Medical College.

Extract from the Annual Report of Dr. H. Cook, Principal, Grant Medical College.

Forty years ago there existed in this Presidency no source of instruction in medical science and no native member of the medical profession. Besides the small body of Government medical officers who were residents in Bombay there were a few private medical practitioners who by their comparatively limited practice were able to afford but partial medical and surgical assistance to the then two or three hundred thousand inhabitants of this city; and the important vital interests of the masses were in the hands of the vaids and hakims, who had derived what knowledge they possessed of medicine and surgery from a period antecedent to the dawn of medical science in Europe. Such a condition of things was felt to be inappropriate to the administration of such an important dependency of the British Empire, and on the death, in Bombay, of a Governor, Sir R. Grant, justly esteemed for his thoughtful and kindly rule, a fund was raised to commemorate him, and after careful consideration of the uses to which it could be fitly applied, it was resolved to devote it to the foundation of a Medical School, which should, in due time create a body of native medical practitioners, who, selected from the people, and consequently fully aware of their special needs and requirements, while thoroughly alive to their peculiar prejudices and the difficulties appertaining to the practice of exotic medicine amongst them, should carry to individual homes the inestimable benefits which scientific medical aid can bestow; a necessary prelude to the existence and extension of sanitary science; and which indeed has done much to render possible, if indeed it has not been the efficient cause of, the vigorous municipal life which of late has characterized this western capital of India.

Coincident with the opening of the college in the year 1845 the small medical dispensary which previously existed was by the munificence of the first Pársi Baronet, the late Sir Jamsetji Jijibhoy, developed into the hospital which now forms the institution for affording the necessary clinical teaching required by the college, and which has since its first construction been enlarged and supplemented by the erection of new wards and attached hospitals and accessory buildings; a principal factor of which, the Ophthalmic Hospital, was built by the liberality of the late Sir Cowasji Jehangier Readymoney.

During the earlier years of the college under the principalship of the late Dr. Morehead, whose memory is still deeply reverenced in Bombay, the number of the students was necessarily small. These for the first twenty years gave an average strength of 30, while for the past twenty the average has been 146 and for the past eight years 242. The success which has thus attended the more mature period of the college history while a source of deep satisfaction to the staff is also an indication of the extension of enlightenment amongst the people and of their increasing aptitude for the reception of the benefits of European knowledge.

Prior to the year 1857 there was no University in Bombay, and the students, who were educated at the college, received also their qualification to practise from the college; but on the institution of the University they were sent up to examination and entered the profession through its portals. The earlier students of medicine who thus qualified here were called "Graduates of the Grant Medical College," and, as the pioneers of the profession in Bombay, they have done eminently good service in combatting the difficulties which beset the introduction of western medicine. They numbered, in all, 63, and of these 54 are still practising here, while 2 entered the Indian Medical Service and 7 became Assistant Surgeons, and amongst these several have been attached to the college as teachers. These gentlemen have well fulfilled the aims which the founders of the college had in view, and to which I have alluded, carrying into the dark places of the city the light of western knowledge, earning for the European system the confidence of the people, and preparing the way for the foundation of the Medical Faculty in the University and assisting in the success which has attended that Faculty.

In the year 1862 the First Examination for the degree of Licentiate of Medicine (afterwards changed to that of Licentiate of Medicine and Surgery) was held at the University and 4 students passed. Since then 264 students from this college have entered the profession of medicine through the portals of the University making together with the graduates of the Grant Medical College a total of 327.

The number during the past few years has been rapidly augmenting, the average for the past five years has been 22 per annum, and while a considerable proportion remain to practise their profession in the capital city, many have chosen other careers: 19 have

entered the Indian Medical Service, 35 have become Assistant Surgeons under Government, 32 have accepted the service of Native Governments, 8 are in the employ of the railway companies, and 7 are attached to the College on its teaching staff.

Amongst the matriculated students there are now 4 female students who are being educated to take their places in the ranks of the qualified lady practitioners of medicine from whom so much is expected in the near future towards the amelioration of the serious evils under which those female classes labour, whom the cruel exigencies of caste prejudice have as yet precluded from participating in the benefits which scientific medicine affords. The impetus which has recently been given to this great and good object by the humane and earnest interest of those English ladies who hold the highest position in this country, and generously countenanced by Her Majesty the Queen Empress, will doubtless insure a steady accession to the numbers of those ladies who thus devote themselves to the relief of the evils which have long been deplored, but for which there seemed but little hope of early amelioration; while a career is opened to the better educated daughters of the more enlightened classes of the community who desire to extend to females the advantages of higher education.

There is also a class numbering 18 female students who are undergoing the necessary instruction to fit them for receiving a certificate from the college as female medical practitioners, who possibly in a somewhat lowlier sphere of labour will fill positions not greatly the less useful, and for whom there is already a demand in the cities of the Mofussil. I have received indeed, during the past year or two, several applications for the services of qualified female doctors for outlying stations, to which I have been obliged to reply that as yet we cannot afford the wished-for aid. * * * * * * * * *

In March 1885 I submitted, for the approval of Government, plans and estimates for building an additional wing to the college, which received the sanction of Government in their Resolution No. $\frac{\text{C. W.}}{358-364}$, dated 12th May 1885; but, in consequence of the financial strain that then existed, it was considered necessary to postpone the carrying out of the scheme. This difficulty has since been removed, and by Government Resolution No. $\frac{\text{C. W}}{77\text{-}237}$, dated 15th February 1886, the immediate construction of the wing is sanctioned, and the work is about to be commenced.

After so many years of earnest expectation I need hardly say how welcome this extension of the college will be to the staff and to the body of the students, who alike have contended with the difficulties which over-pressure from contracted space has necessitated. The relief which will be experienced will be most happy in its results, and will, I am convinced, enable the college still more efficiently and satisfactorily to fulfil the object for which it was founded.

There is yet another matter of congratulation to which through the liberality of Government I am able to allude in this report, and it is this, that through the munificence and public spirit of one of the wealthy Hindu families of this city a new obstetric hospital, especially adapted for clinical instruction, is to be immediately built. In April last, Mr. Harkisondás Narotumdás on the part of his mother Bái Putlibái and other members of his family and himself made an offer of one lákh of rupees for the construction of a new female hospital to be called "*The Narotumdás and Virjivandás Mádhavdás Clinical Hospital for Women and Children*", provided Government would supply the site; which after careful consideration was selected in close proximity to the college, and which while it thus affords special conveniences will extend our frontage along one of the principal thoroughfares of the city, and materially aid the handsome appearance which the mass of our public buildings already presents.

But welcome as it will thus be in adding to the architectural effect of our college and its attached hospitals, it cannot fail to be, on other grounds, even more appreciated, as it widens the sphere for the practical teaching of one of the most important branches of medical science, and will afford more ample scope for the labours of the Obstetric Physician and his clinical class, while as a boon to the afflicted poor of this great city its value cannot be overestimated.

Annually through the liberality of Government the convenience and efficiency of this institution has been steadily augmented, and every addition to the perfect equipment of the hospital materially adds to the benefit of the college, with whose interests it is so essentially connected.

In the month of August last, I submitted to Government an appeal for the increase of the staff of tutors, and in Government Resolution No. 1640, dated 5th September 1885, the Governor in Council was pleased to afford a promise that with the commencement of the new financial year arrangements would be made to meet the increased expenditure thus incurred. Relying on this, 3 more tutors, *viz.* Messrs. Ismail Jan Mahomed, V. B. Karaudikar, B.A., and C. D. Saraia, have been selected, who, as we immediately needed their services, have willingly consented to perform their duties until the 1st of April without remuneration. We have thus been able to increase the effective teaching staff to a total of 6 tutors, who materially aid the efforts of the professional staff. The scheme has worked well, and the several Professors thus aided have reported very favourably on the results obtained. * * * * * * * *

Changes in the Staff.

Consequent on the appointment of Surgeon-Major A. N. Hojel, Professor of Physiology, to act as Physician, European General Hospital, the following appointments were made by Government, *viz.*, Surgeon-Major G. Waters, Professor of Pathology, was appointed to act as Professor of Physiology; Surgeon R. Manser, Professor of Materia Medica, to act as Professor of Pathology and Curator of the Museum; and Surgeon R. J. Baker as Professor of Materia Medica.

The college has unhappily to record the loss, by death, of one of its Professors in the person of the late Mr. Sakhárám Arjun, L.M., who held the Chair of Botany and performed the duties of his office with great efficiency. He received his preliminary medical education in this college, passed his final examination at the Bombay University, and obtained the degree of L. M. in 1863, and was appointed as Assistant Surgeon and Teacher to the Maráthi Vernacular Class in Medicine and Midwifery until October 1878, when the classes were transferred to Poona. In 1871, on the opening of a Maráthi Midwife Class in this college, he gratuitously taught the female students until the class was abolished in 1883. During the time he was Teacher to the Maráthi Vernacular Classes he published two text-books in Maráthi for the use of the students, *viz.*, one on Medicine and the other on Midwifery. He has also published a Catalogue of the Bombay Drugs, including a list of the medicinal plants of Bombay used in the fresh state, and contributed some valuable papers to the Grant College Medical Society. In 1879 he was appointed Acting Professor of Botany until Dr. Gray's return from England in November 1881, and on Dr. Gray resigning the appointment he was permanently appointed by Government to the Chair of Botany in this college. The vacancy which has thus occurred by his death has been filled up by the appointment of Dr. MacDonald, who assumed charge of his duties from the 18th of June last.

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The Jamsetji Jijibhoy Book Fund.—The interest accruing on this fund has, as usual, been distributed amongst the successful students of the college.

Library.—Forty-seven volumes have been added to the list during the year.

The Materia Medica Museum.—This has continued to receive due attention from the Acting Professor, Surgeon Baker, and from Mr. Choksy, the Tutor in Materia Medica; but some of the specimens in the museum having become old, broken or otherwise useless for purposes of demonstration, will be replaced by new ones, as also an addition of such new drugs as are included in the new issue of the British Pharmacopœia will be made shortly to complete the museum.

The Anatomical and Pathological Museum.—Since the date of the last report there has been an addition of 53 pathological, 3 zoological and 4 anatomical specimens, the contributors being the members of the staff, Veterinary Surgeon Rogers, Mr. Temulji Bhicáji Nariman, L.M., and Bábáji Tumanbhat, Museum Assistant.

The museum room is now much crowded. The vacant space available for fresh pathological specimens is very small, but with the construction of the new wing, extension of the accommodation will be practicable.

Cursetji Frámji Khory Prize in Hygiene.—It gives me pleasure to report that, on the 14th May last, a meeting of the subscribers to the Cursetji Frámji Khory Testimonial Fund was held, at which amongst other resolutions the following was passed, *viz.*, "That Government Promissory Notes of the nominal value of Rs. 1,500, bearing 4 per cent. interest per annum, be handed over to the Principal, Grant Medical College, with a request that the interest accruing therefrom be devoted to an annual prize, to be called '*The Cursetji Frámji Khory Prize*', to be awarded to the student of Grant Medical College who shows the greatest proficiency in Hygiene and Microscopical investigation of disease. The prize to be given in the shape of a microscope or instrument or books. The principal sum to remain intact." * * * * * * * *

Also that in the month of February 1886, Dosibái, widow of the late Mr. Cursetji Frámji Khory, one of the graduates of this college, offered under certain conditions 4 per cent. Government Promissory Notes of the nominal value of Rs. 5,000 for the purpose of founding a scholarship in Gynæcology of Rs. 15 per mensem, in the name of her late husband, in connection with the Grant Medical College.

Tabular Statement of Lectures delivered from November 1884 to September 1885.

Winter Session.

Name.	Designation.	Lectures due.	Lectures delivered.						Total.
			November 1884.	December 1884.	January 1885.	February 1885.	March 1885.	April 1885.	
Dr. H. Cook	Professor of Medicine ...	70	15	11	14	15	15	2	72
Dr. A. N. Hojel (transferred to E. G. Hospital) .. Dr. G. Waters (acting) ...	Do. Physiology...	70	13	10	13	9	26	2	73
Dr. W. Gray (on leave) .. Dr. G. Bainbridge (acting)...	Do. Surgery and Clinical Surgery ..	70	14	11	16	12	19	...	72
Dr. I. B. Lyon	Do. Chemistry ...	70	14	12	17	9	20	8	80
Dr. G. A. Maconachie ..	Do. Ophthalmic Medicine and Surgery	20	7	6	7	6	...	...	26
Dr. J. Arnott (on leave) ... Dr. A. Barry (acting) ...	Do. Midwifery ..	60	10	8	11	9	11	...	49*
Dr. W. K. Hatch	Do. Anatomy ..	70	14	12	15	13	15	5	74
Dr. A. M. Kunte	Demonstrator of Anatomy	Not fixed.	16	10	...	15	25	...	66

* Completed in the Summer Session.

Summer Session.

Name.	Designation.	Lectures due.	Lectures delivered.				Total.
			June 1885.	July 1885.	August 1885.	September 1885.	
Dr. H. Cook	Professor of Medicine and Clinical Medicine	1 weekly.	2	4	5	1	12
	Do. Hygiene	20	6	14	10	...	30
Dr. A. N. Hojel (transferred to E. G. Hospital) .. ... Dr. G. Waters (acting) ...	Do. Physiology	3 months.	3	2	...	...	5
Dr. W. Gray (on leave) .. Dr. G. Bainbridge (acting) ...	Do. Operative Surgery ...	1 weekly.	5	6	13	2	26
Dr. I. B. Lyon	Do. Practical Chemistry ...	3 months.	9	19	19	...	47
	Do. Medical Jurisprudence ...	60	12	26	20	2	60
Dr. G. A. Maconachie ...	Do. Zoology and Comparative Anatomy	30	5	13	12	...	30
Dr. J. Arnott...	Do. Midwifery	60	6	10	8	...	24*
Dr. G. Waters (acting Professor of Physiology) . Dr. R. Manser (acting) ..	Do. Pathology	30	6	15	13	...	34
Dr. R. Manser (acting Professor of Pathology) .. Dr. R. J. Baker (acting) ...	Do. Materia Medica	60	13	25	22	...	60
Dr. D. MacDonald	Do. Practical Histology and Physiology	2 weekly.	2	7	6	...	15
	Do. Botany	30	5	20	20	...	45

* Remained from Winter Session.

H. COOK, M.D.
Principal, Grant Medical College

21st April 1886.

APPENDIX G.

Agricultural Classes (High Schools).

Extract from the report of Mr. Woodrow, Agricultural Instructor, College of Science

The serious impediment to successful working which I drew attention to last year, viz., the small size of the farms in proportion to the establishment of men and cattle necessary to work the minimum size of irrigated farm, has been improved at Sholápur, where 13½ acres are under cultivation, but on the other farms no particular improvement in size has been made.

In a separate report, I have recommended that the high school farms be abolished, and special agricultural schools be established near to the three working Government farms, and also that schools be established at Kaládgi and Ahmedabad, where there are some special facilities for work of the kind, although farms are not yet established at those centres.

Should this be thought impracticable it would be advisable to let the teacher take his pupils into fields cultivated by rayats rather than continue the present arrangement, in which much of the teacher's time is taken up with the sale of the petty vegetable crops generally grown at much expense on soil little better than moorland. An occasional reward paid to selected cultivators would induce them to carry out the ideas of the teacher. There is a good precedent for this arrangement in the Royal Agricultural College, Cirencester, where the college farm is rented by a farmer with whom an arrangement exists by which the pupils can see practical work in progress, and at Nadiád, where the Agricultural Teacher has no farm to manage, his pupils show as good a knowledge of agriculture as the other schools give.

Ahmednagar High School Farm

This farm has a good soil and has been well managed for some years. Mr. Vadekar has been in charge during the last year, and appears to have managed his land well. I found the soil well worked, a good crop of wheat on the threshing floor, sugarcane, cauliflower, Guinea grass and fennugreek in growth, the cattle and implements in good order, and a class of Kunbi boys at work, but as usual the cost of cultivating a small holding with a fixed establishment and a great variety of crops is greatly in excess of the value of the produce.

The cost of cultivation is	Rs	244	12	3
The value of produce	„	149	8	0
Dr. Balance ...	Rs.	95	4	3

Belgaum Sardárs' High School Farm.

The poor soil of this farm has been carefully worked during the year, and shows a decided improvement Jowári, maize, potatoes, groundnuts, cotton and grain crops were grown, but there was still too much of the petty vegetable crops, such as fennugreek, grown to raise a cash income. Roses appear to be valuable at Belgaum A weedy-looking plot of roses, which I was about to recommend should be removed, I find, gave Rs 87 worth of flowers, it is therefore, left in the meantime.

Fruit-tree Grafting.—Some progress has been made in this direction, a demonstration in crown grafting I gave last year has grown a fine tree, and Mr. Supekar, the teacher, has carried on the work to some extent. If the teacher's time was less taken up with growing small crops of vegetables, for which the soil is not suited, his attention could be given to crown grafting with most important results. The district is specially favourable for mango growing; but only seedling trees, which yield fruit no better than seedling apple trees (crabs) yield, are commonly to be found. Mr. Supekar can graft well, and the young roadside trees should be put at his disposal for class demonstration in grafting.

Sholápur High School.

This farm has made good progress The land hitherto cultivated is completely overgrown with trees Some are valuable mangoes and tamarinds, but the greater number are trees of the genus ficus which it is desirable to preserve only on climatic grounds, and the cultivation has been removed to a fresh site, which has been ploughed up and will be ready for cropping during the ensuing rainy season.

Fruit-tree Culture.—Thirty-six mango grafts have been made. The farm has several established trees of fine varieties of mango, therefore grafting should be carried on more extensively. Mr. Iráni is a skilled grafter, and his pupils will doubtless effect an important improvement in the fruit supply of the district.

Manilla hemp was cultivated to a considerable extent. I am unable to see any prospect of advantage from growing Manilla hemp in the dry parts of this country, it is distinctly a moisture-loving tropical plant, and in the climate of Sholápur can only be kept alive by copious irrigation and manuring, which costs very much more than the value of the fibre

The income is	Rs.	701	12	2
The expenditure	„	312	0	0
Cr. Balance...	Rs.	389	12	2

The Cr. balance is due to grass and firewood sold.

Surat High School Farm.

I found this farm well worked. A good fodder stack and a manure pit well cared for, which are generally signs of good management, were on the farm. The report giving details has not come to hand.

Násik High School Farm.

The position of this farm is very bad. The fields are small, on various levels, and are overshadowed by trees.

The land would make a good orchard, but is quite unfit for agricultural education. I inspected a fine piece of ground measuring about 23 acres with good watering facilities, and was informed by the Collector that the land might be obtained for the agricultural class. If my recommendation of special agricultural schools be not accepted, I will advise the removal of the farm to this site.

Mr. Náik appears to have worked this farm intelligently and carefully, but on such a position satisfactory work is not to be expected.

The expenditure was...	...	...	Rs. 292 0 0
The income ...	...	...	„ 156 15 6
		Dr. Balance...	Rs. 135 0 6

Dhulia High School Farm.

This farm has an open calcareous sub-soil which cannot be improved by any practicable operation I am acquainted with, and never will yield paying crops. Fruit trees carefully planted a year ago are little increased in size, and several have died, although well cared for. The ground appears to have been selected in haste, and the earlier it is returned to yield the scanty grass crop natural to such soil the less money will be lost in working it.

The teacher, Mr. Potnis, is intelligent and earnest, and in more favourable circumstances would show better returns.

The cultivation charges are	...	..	Rs. 381 5 4
The sale-proceeds ...	...	...	„ 196 14 3
		Dr. Balance	...Rs. 184 7 1

APPENDIX H.

Jamsetji Jijibhoy School of Art, Bombay.

Extract from the Annual Report of E. Greenwood, Esquire, Acting Superintendent, Sir J. J. School of Art.

Mr. Griffiths was absent on special duty at Ajunta for examining the cave paintings from the 10th to 19th April 1885, during which period I was appointed to carry on the duties of the Superintendent in addition to my own. He was also absent on the duty of visiting the different centres of manufactures from 13th to 25th July, from 11th to 15th, and 23rd to 28th November 1885, in connection with the Royal Indian and Colonial Exhibition, London. Mr. John Campbell, Architect, held the appointment of Lecturer on Architecture during the absence of Mr. John Adams on special leave granted by the Public Works Department from 5th August 1885 to 9th February 1886. * * * * * * * * *

The Head Clerk, Mr. B. A. Gupte, has been on special duty in connection with the Antwerp International and the Indo-Colonial Exhibitions. * * * *

Elementary School.—The number of students on the class lists for March 1886 was 252 as against 241 in March 1885. During the past year, 155 students joined the elementary classes and 144 left or were transferred to the advanced classes. Of the 252 students on the roll for March, 221 attended the Elementary classes solely, 17 were students of the Elementary class who worked also in the architecture class, 9 were students from the Painting class, and 5 students from the Sculpture class preparing for the 3rd Grade Elementary Examinations.

The number of students from the Painting and Modelling classes decreased from 21 in 1885 to 14 in 1886, and this year for the first time all the students from these classes sat for the 3rd Grade, the highest of the Elementary examinations.

On the lists of the advanced classes there are now 2 students who have not completed the 2nd Grade course.

Since these examinations were instituted, six years ago, 31 students have obtained the 3rd Grade certificates; of these 13 have left the school, and 2 are now in the school as teachers and 16 as students.

Until 1885 no student of the Elementary classes had taken the 3rd Grade certificate. In 1885 2 students succeeded in doing this; in 1886 there were 9 students from the Elementary classes who took the 3rd Grade certificate."

Examinations.—Compared with the previous year the 1st Grade class has fallen back ; in the 2nd Grade the high position attained in 1884-85 has been in most respects maintained ; and in the 3rd Grade class there has been a decided advance.

The results of the 1st Grade are only about half as good this year as they were last. A rather more difficult free-hand example to copy, and exactly twice as much as had ever been required before from 1st Grade students in model drawing will largely account for this. During the past year also the 1st Grade classes have suffered greatly from lack of space and for this reason students have been refused admission since March 1st. The class room in which the 1st Grade geometry lectures have to be given has been crowded to suffocation and at least a third of the students have been obliged to sit during the lecture with their backs to the teacher and the black board. Much of their Model Drawing also has from necessity been practised in the ante-room to the class rooms, and this place is dark and very inconvenient ; I shall in fact have to arrange for the better accommodation of the 1st and 2nd Grade students or reduce the number of the morning classes.

With regard to the 2nd Grade Examination the students were not quite as successful as last year, and this was chiefly due to the rather higher standard adopted this year for the free-hand time drawing. In this subject the failures were 35 per cent. ; in the other three subjects of the 2nd Grade the failures were from 12 to 20 per cent.

With regard to the specimen drawings, in my judgment the quality of the free-hand specimen drawings was much better than last year ; the perspective and geometry drawings were also better ; the model drawing not so good.

In the 3rd Grade class there has been a great advance in the number of students and the amount of work done.

In the specimen drawings the quality of the work in all subjects was better than in the previous year.

The following table shows the results of the examinations of the elementary classes since they were instituted in 1880. The numbers given are the certificates awarded :—

	First Grade.	Second Grade.	Third Grade.	Total.
Examination, 1881	4	10	1	15
Do. 1882	6	13	2	21
Do 1883	8	34	3	45
Do. 1884	11	23	4	38
Do. 1885	23	41	8	72
Do. 1886	12	35	13	60

During the past year the elementary school teaching has been carried on under considerable pressure in consequence of exhibition work and the greater number of students attending and what I said last year in reference to the desirability of raising the pay of the assistant teachers may be repeated this year with greater emphasis. * * * *.

Architectural Drawing Class.—The number of students on the roll in the month of March 1886 was 20 against 23 at the end of last year. Of these 17 were Hindus, 2 Pársis and 1 a Jew. The average attendance in the morning class was 16·2 and in the afternoon class 14·7 as compared with 15·5 and 9·1 respectively of the previous year.

Of the 20 students most of them joined the class at the commencement of the year. They have passed through the course on the Grecian and Roman Orders of Architecture by Guilt and others and some have applied the orders practically, and most of them have been instructed in measuring and plotting details of architectural buildings ; and all of them have gone through a course of Parker's Glossary of terms used in classic and Gothic Architecture.

The more advanced have studied portions of Examples of Building Construction by H. Laxton, comprising plans, elevations, sections and details. Ten of the students have also most successfully measured and drawn to inch scale (with full size details) a richly carved wooden gate-way to a Hindu temple in the Native Bázár, Bombay.

Painting Atelier.—Twenty-five students have attended the Painting Atelier against 31 in the previous year. Of these 17 were Hindus, 3 Portuguese, 2 Pársis, 1 a European, 1 a Mahomedan and 1 a Jew. Out of the total number that attended 4 left the class and 6 obtained employments.

Some particularly good work has been done by students in this class during the past year. Some of the senior students have made excellent studies of heads from the life and paintings of still-life and foliage from nature, and the junior students have made many good studies of light and shade.

Sculpture Atelier.—Nine students have attended the Sculpture Atelier during the year under report, of which 8 were Hindus and 1 a Pársi. This department was actively employed this year also in supplying modelled designs of ornamental details for the new G. I. P. Railway Terminus and the Cama Hospital. One hundred and twenty-six models have been designed and supplied to the Railway Company and the Executive Engineer, Presidency, of the total value of Rs. 2,750, the expenditure being Rs. 762-13-0. The amounts for the previous year were Rs. 2,245 and Rs. 499-1-3.

Wood Engraving and Art Metal Departments.—Proposals for the efficient working of the Wood Engraving and Art Metal Departments in connection with a general scheme for increasing the efficiency of the school and promoting technical excellence in the various native arts are before Government.

Extract from the Report on the Sir J. J. School of Art, by F. W. Stevens, Esq. and G. Wimbridge, Esquire.

Painting Atelier.

The prize for the best study in mono-chrome (in oil or water colour) was awarded to Ganesh Vishvanath Manerikar for a well executed study in water colour from a plaster cast of a boy and goose (antique). Five students were highly commended and one commended. An extra prize for a time drawing (four hours) in the same subject was awarded to Atmaram Govind Varelkar for a study of pears from the cast.

Two students were highly commended. *The 1st prise* for ths best study of foliage or still-life from nature (in oil or water colour) was awarded to Abalal Rahiman Bhaldar for a most creditable study of foliage (in oil). Some studies of Bombay pottery in water colour by the same student executed for purposes of illustration in the "Journal of Indian Art" were highly commended.

A 2nd prize was awarded to Sitaram Bhai Rele for a very creditable study of a croton (in oil).

Three other students were highly commended.

The prize for the best study from the Antique was awarded to Abalal Rahiman Bhaldar for a well executed drawing in chalk of a "Dancing Faun". Two other students were highly commended.

The prize for the best study from the life was awarded to Abalal Rahiman Bhaldar for a very creditable set of studies in chalk and oil. Three other students were highly commended.

The prize for the best closed design for surface decoration was awarded to Isaac Benjamin for a decorative treatment of a sunflower. Two works were submitted for this prize neither calling for special mention. We note with satisfaction that there has been no falling off in the standard attained in this department last year, the works submitted by Abalal Rahiman and Isaac Benjamin being of exceptional merits. Comparatively little time can be given by students to this class, as most of their time is necessarily taken up in preparing for the 3rd Grade Art Examination.

Sculpture Atelier.

The prize for the best model in the round or relief of a piece of ornament from cast or drawing was awarded to Daji Vishramkar for a panel from a pilaster in the Ajanta caves.

The prize for the best model in relief of a piece of foliage from nature was awarded to Daji Vishram for a study of a geranium.

The prize for the best ornamental design—no competitor.

The prize for the best model from the Antique was awarded to Vithal Kanthad for an excellent copy of a head after Donatelli.

The prize for the best model from nature—no competition. Prize transferred to Painting Atelier. The difficulty which we noted last year with reference to the irregular attendance of students in this class still exists.

Architectural Drawing Class.

Nineteen students presented themselves for examination, out of which 10 were granted certificates which give about the same proportion as last year, 7 having passed out of 13.

The 1st prize for the best set of architectural drawings was awarded to Maneckji Ookerji for an excellent set of drawings.

A 2nd prize was awarded to Balwant Rawji Ghatge, and two other students were highly commended.

The prize for the best architectural drawing from a measured subject was awarded to Maneckji Ookerji for a drawing of the entrance doorway to the court of a native house in Bombay.

The Ellis Prize for the best work executed during the year was awarded to Isaac Benjamin for some excellent studies of plants and fungi from nature illustrating a work on the Bombay Flora in preparation by Dr. Kirtikar.

RULES FOR THE ENCOURAGEMENT OF ELEMENTARY DRAWING.

1. * Payments may be made on the results of the Annual Examination in Drawing of pupils and of pupil-teachers as follows;—

(*a*) Annas 8. For every exercise of the 1st Grade marked "*Fair.*"

(*b*) Rupee 1. For every exercise of the 1st Grade marked "*Good.*"

(*c*) Rupees 2. For every exercise of the 1st Grade marked "*Excellent.*"

(*d*) Rupees 5. For every exercise of the 2nd Grade in which a pupil passes.

2. School-masters and pupil-teachers in all schools and colleges who hold Second Grade Art Certificates and who teach drawing in their own schools, shall receive an annual grant of Rs. (100) one hundred, provided that not less than ten of their pupils take the 1st Grade Certificate. On the same conditions the same grant may be given on account of any drawing-master teaching in a large school or in a group of schools. And the grant shall be Rs. 150 in case the teacher holds the Third Grade Certificate of the School of Art.

3. The following rules apply to all schools and colleges in the Presidency at which drawing is taught.

4. *Prizes and Certificates.*—A prize will be given for every drawing of the 1st or 2nd Grade which reaches the standard of excellence, and a certificate to every pupil who passes in all the subjects of the 1st or 2nd Grade.

First Grade Prizes are only given to pupils under 18 years of age.

5. Examinations in 1st and 2nd Grade for the purpose of awarding prizes and certificates shall be held annually in April.

6. The subjects forming the First Grade are;—

(*a*) Simple Free-hand Drawing.

(*b*) Simple Model and Object Drawing.

(*c*) Practical Geometry.

A.—*First Grade Simple Free-hand Drawing.*

By simple free-hand drawing is meant drawing without the aid of any kind of mechanical means of execution, such as ruling, measuring or tracing; or the use of anything but pencil, paper (or slates) and India-rubber.

The examples used should be characterised by simplicity and beauty of outline, and should be the subject of a flower, leaf, fruit or some simple object with which the pupils are acquainted.

B.—*First Grade Model Drawing.*

By model drawing is meant drawing in outline from some simple object arranged so that the pupils may have to draw both curved and straight lines. Indian pottery, brass utensils, Surat toys, form admirable examples for this subject.

C.—*Practical Geometry.*

This stage is intended to teach elementary notions of practical geometry and the use of simple drawing instruments. The examination in this subject will be based on problems 1 to 30 and 33 and 37 of Burchett's Practical Geometry, and the construction of the ellipse by means of the trammel.

7. Not less than three lessons a week of one hour's duration each must be given to the teaching of 1st Grade Art.

8. Scholars must be presented for the three subjects of the 1st Grade at one examination, but scholars who have failed in any one subject may be presented again for that subject at the next annual examination.

9. No pupil is eligible for examination in any subject of the 2nd Grade who has not passed in all the subjects of the 1st Grade.

10. The subjects comprised in the Second Grade course are;—

(*a*) Free-hand drawing from flat examples.

(*b*) Free-hand drawing from models.

(*c*) Practical Geometry.

* These payments are made only on scholars in grant in-aid schools. Payments *a*, *b*, and *c* are made only on scholars under 18 years of age.

(*d*) Linear perspective.

(*e*) Delineation of diagrams on the black board.

11. Pupils for Second Grade Art Certificates must be prepared to—

(*a*) Draw in a given time an example in outline from the flat.

(*b*) Draw in outline a group of models placed by the examiners.

(*c*) Solve on paper questions in Geometry showing a knowledge of the construction of figures up to problem 105 of Burchett's Geometry, omitting the following :—

Nos. 6, 13, 16, 34, 35, 36, 39, 41, 43, 44, 45, 46, 48, 50, 51, 52, 55, 56, 58, 59 and 60.

(*d*) Solve questions in perspective showing the use of vanishing and measuring points used in horizontal planes, and to represent simple solids on the ground plane in any position.

(*e*) Instruct a class in the presence of the examiners by an example drawn on the black board.*

12. A pupil may be examined in any one subject of the Second Grade at a time, but a specimen work of the subject (in which he or she wishes to be examined) must be sent up to the School of Art, Bombay, by the 15th of March and must be approved before he or she can be admitted to the annual examination.

13. The specimen works are :—

(*a*) A sheet of free-hand out-line drawing from flat examples.

(*b*) A drawing from a group of models in outline.

(*c*) A sheet of no less than six geometrical problems.

(*d*) A perspective diagram.

The above works must be executed on imperial sheets of paper.

14. A pupil who has once passed in a subject may not be examined again in that subject.

15. School-masters and pupil-teachers residing in Bombay can attend the early morning classes at the School of Art to qualify themselves for Second Grade Art Certificates by paying the usual school-fees.

N. B.—(1). Examination papers will be prepared at the J. J. School of Art, and the examination will take place on a fixed day at convenient centres throughout the Presidency. The Government Inspectors will prepare lists of pupils to be examined, receive, distribute and collect the examination papers; and forward the work of the candidates to the School of Art for disposal.

(2). Maráthi and Gujaráti translations of Burchett's Practical Geometry can be obtained from the Government Central Book Depôt and translations of the book are being prepared in Kánarese and Sindhi.

APPENDIX I.

Extract from the Report of E. Giles, Esq., Educational Inspector, Northern Division.

High Schools.—In paragraph 44 of the printed report of the Department for 1884-85, surprise is expressed at the exclusion of native enterprise from higher secondary education in the Northern Division.

As the remarks made are further developed under the head of Middle Schools, and a distinct condemnation of the policy pursued in the Northern Division is enunciated, I think it my duty to shortly consider the reasons which led to such a conclusion, and to show that it is not in my humble opinion an accurate one, nor justified by the facts.

I propose here to confine myself to those remarks which are made under the head of High Schools, leaving my defence of Middle Schools to its proper place. This may involve some repetition but will probably make the facts relating to either class of school more clear and intelligible.

It is stated that "the most obvious matter for surprise is the exclusion of native enterprise from higher secondary education in a division which contains the most advanced and enterprising elements of the Bombay population.". The qualities attributed to the Gujarátis are taken for granted, but I have always been under the impression that as regards higher education the province of Gujarát was considered behind the Marátha districts which include Bombay and Poona, and Revenue officers in the Northern Division have bewailed the lack of graduates native to the soil. I remark this only to show that the description given is open to question.

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* Subject (*e*) is only for those intending to become teachers of drawing, and the examination in this subject will be held in Bombay only.

The following suggestions are then made: (*a*), that the small area of the British districts is a cause of the 'exclusion' complained of, and (*b*), that the low fees charged in some of the Government High Schools undersell and stifle private enterprise; but neither of these reasons appears to be sufficient, and what I imagine is concluded to be the correct explanation is then stated, *viz.*, that private enterprise has been deliberately stifled by the Department, and that those who have tried to compete with Government institutions have been purposely neglected and overlooked. The remarks point also to an "outer circle" which is supposed to be existent in which lie struggling managers anxious for a recognition which is cruelly denied.

I submit respectfully that such an explanation carries with it a heavy charge against the Department generally and specially against those officers who have been from time to time in charge of the Northern Division. The Department is accused of a policy of exclusion and jealousy which is incompatible with intelligent administration, while the Educational Inspector is charged with deliberately closing his eyes to the educational wants of the district under his charge and to the efforts of native enterprise to meet these wants. The question of the general policy of the Department lies in other hands, but I submit that it is my duty to clear myself and my predecessors, if possible, from such a charge.

The question before us is why are there not more High Schools in the British Districts of the Northern Division. To answer it, the two suggestions, which I have labelled A and B, are put forward, to which little weight is attached, and one explanation which I presume was considered satisfactory. I will take each in its turn. Suggestion A is that the small area of the British Districts accounts for the small number of High Schools in the Northern Division. The Government Districts are 5, with a total area of 10,158 square miles, and a population of 2,857,730. For this area and population there are 6 * High Schools, two in Ahmedabad, two in Surat, one in Broach and one in Nadiád. There are also High Schools on the borders of this district which are located in Native States but are available for British subjects. These lie at Navsári, Baroda and Wadhwán (lately opened). We have thus in and immediately around the British Districts of Gujarát no less than 9 High Schools, all of which are situated immediately upon the railway line which runs from end to end of British territory.

*Of these six High Schools, two are maintained by private enterprise and aided by Government and are largely attended.

I do not, of course, attempt to compare the means of higher secondary education with those enjoyed by the people of Bombay and Poona, but I see no unfairness in making a comparison between Gujarát and other British Districts in the Presidency, excluding these towns.

The British Districts of Khándesh, Násik and Ahmednagar have an area of 22,550 miles and a population of 2,769,665, or little less than that of the Zillas of Gujarát. For these three districts with a far large area to command there are 3 High Schools which are supported by Government and one small aided Mission High School at Ahmednagar.

The British Districts of the Southern Division, Belgaum, Dhárwár, Bijápur and Kánara, have an area of 18,860 square miles and a population of 2,807,254. The area is much larger, the population very little less than that of the Zillas of Gujarát. Yet there are only 3 High Schools for this Division and all are maintained by Government.

The British Districts of the Central Division, excluding Poona and Bombay, are Sholápur, Sátára, Ratnágiri, Thána, and Kolába. These 5 Districts have an area of 19,190 square miles and a population of 3,933,048. Both in area and population these districts are much larger than the British Districts of Gujarát. They are however provided with 4 High Schools only† and all of these are maintained by Government.

†The Alibág School is now I believe a High School.

Thus while the 5 British Districts of Gujarát have 6 High Schools and three others immediately on their borders, the 12 districts of the three other divisions have only 11 High Schools altogether. Of the 6 Gujarát High Schools two are aided by the Department. Of the 11 High Schools in other Divisions, one small one only is aided, and all the rest are departmentally maintained.

It is indeed surprising, under these circumstances, that a charge of insufficiency in the provision of higher secondary education and of stifling private enterprise should be brought against the Northern Division which has not been brought with equal force against the other Divisions.

One other point deserves short notice. It is stated that the Head Master, Surat High School, complained that his school is practically closed to the 6 further tálukas of Surat, and the inference is drawn that the schools which exist are not utilised except by residents. How far this is the case is shown by the table attached, from which it appears that of 1,378 boys attending Departmental High Schools (I have not received the information from the aided High Schools), no less than 389 or 28·22 per cent. are non-residents. Of 1,400 boys attending departmental middle schools 283 or 20·21 per cent. are non-residents, the totals for both classes of schools showing that of 2,778 boys at school, 672 or 24·19 per cent. are non-residents of the localities in which the schools are placed.

It would have been better if the Surat Head Master had given more details as to his complaint, especially as 18 per cent. of his boys are non-residents, and the force attached to it is considerably weakened when it is remembered that at Navsári there is another High School

which supplies the wants of the Jalálpur Táluka, while at Bulsár the flourishing Anglo-Vernacular School has full 4th and 5th Standards. I have never heard that the Bulsár boys after passing Standard V. refuse to join the Surat High School, and I conceive that the Head Master made the statement without giving the matter sufficient consideration. The inference drawn from the statement is, I think, undoubtedly incorrect as the table shows.

My own opinion is that the suggestion which I call (A) put forward by the Acting Director of Public Instruction has very much more weight than has been attributed to it, and is in fact the real explanation why more High Schools have not been opened. When I come to speak of Middle Schools in British Districts, where I shall have to examine into a similar criticism, I shall be able to show how far it is from being the fact that native enterprise is non-existent or has been stifled in this Division.

Suggestion (B) is that the low fees of the Government High Schools, especially at Ahmedabad and Surat, undersell and check private enterprise. This is so far true that fees are too low, and they are low because the Municipal Boards at these places give heavy subsidies to support English education. Whether they have stifled private enterprise or not it is hard to say, but it is strange that at Ahmedabad and Surat where the fees are the lowest, private enterprise successfully conducts large Aided High Schools, while at Nadiád and Broach where the fee-rates are fairly high, there is no sign of any desire to establish rival institutions.

I now come to the explanation which is put forward to account for a supposed state of things which, as I think I have shown, does not really exist. This is the theory that private enterprise has been deliberately stifled and that competitors with Government have been neglected and overlooked. In support of this it is stated that "witnesses before the Education Commission spoke of a High School kept by Mr. Parshotam Himatram in Ahmedabad since 1877 *and of others who had applied in vain for aid*;" and below, an 'outer circle' is mentioned, and the hope is expressed that as regards it the Inspector's report will in future be more accurate.

The best answer to this explanation is to state shortly the facts as regards Mr. Parshotam Himatram's School. It is true that a native gentleman of that name opened and maintained a school in Ahmedabad which he called a High School, and that he asked for aid for it. It is also true that during the years from 1877 to 1883 the school was visited some 5 or 6 times by the Inspectors of the Northern Division, Dr. Bühler, myself, and the Acting Educational Inspector, Ráo Bahádur Gopalji Surbhai. It is true that I often informed Mr. Parshotam Himatram that I could not advise Government to aid a school in which the 6th and 7th standards were taught by unmatriculated boys, and that I advised him on more than one occasion to confine his teaching to the lower standards which he might have managed and not to attempt what was with his existing staff an impossibility. Had Mr. Parshotam chosen to conduct his school in an intelligent way it might have been aided even though the reduction of available funds, in and after the years of famine, obliged the Department to withdraw its aid from those schools which appeared least to deserve assistance. In reply to Mr. Kashinath Trimbak Telang before the Education Commission I stated my opinion that *with limited funds* the Department was not called on to aid unintelligent effort, and that I held Mr. Parshotam Himatram's mode of conducting his school to be unintelligent.

Whether this view is sound or not it is obvious that Mr. Parshotam Himatram cannot complain that the Department wilfully or from jealousy overlooked his school.

As regards the '*others*' which are said to have "*applied in vain for aid,*" I conclude that this refers to the fact that Mr. Jehangirji M. Vakilna's private Anglo-Vernacular School, not *High School,* in Surat was struck off the grant-in-aid list in the year 1880 when the reduction in the funds placed at the disposal of the Department necessitated the removal from that list of many private Anglo-Vernacular Schools in Bombay and elsewhere *. This is the only school of the kind that then existed, or now exists, that has applied for aid and has been refused. There are no '*other*' schools existing in this imaginary 'outer circle,' and I therefore respectfully submit that the whole impression to be gathered from the remarks made as to the treatment of private enterprise in the Northern Division is an erroneous one, based on incorrect information, and in no way supported by facts.

* The school was restored to the grant-in-aid list when funds permitted.

I further beg to submit that when it is considered that there are in or near the British Districts of Gujarát 4 large Government High Schools, two large Aided High Schools, three large High Schools on the immediate borders, and a very strong contingent of First Grade Anglo-Vernacular Schools, it will be manifest that there is a provision existing for secondary education which is not approached in any other districts in the Presidency except in Poona and the town of Bombay.

As regards the part played by private enterprise, two of the High Schools in British Districts owe their origin to private effort. The Navsári High School was entirely supported by private enterprise for years, and has only lately received a grant from the Government of the Gáikwár. Municipal Boards aid English Education in 3 † out of 4 of the towns in which the Government High Schools are located, and, lastly, the First Grade Anglo-Vernacular Schools have been opened and are maintained on the principle of supporting a school only where local effort has provided a substantial subsidy.

† The grant to the Broach High School has only been withdrawn within the last year.

Middle Schools—In paragraph 47 of the Annual Report for 1884-85 the policy of the Department as regards middle schools is enunciated. Summing up the description given of that policy in a few words it appears to amount to this, that the Department discourages the middle school except so far as it is a true feeder to a high school, but that it admits and recognises the affiliation of the Second Grade Anglo-Vernacular Class to a primary school, provided no extra cost is incurred.

The report states, apparently, that "there are a few cities like Bombay and Poona where there is a demand for a smattering of English," and that this need is recognised by the Department by the affiliation of a second grade class to a primary school. But again primary cess schools are spoken of as being properly affiliated with second grade classes. From this it is to be gathered that in large cities like Poona or Bombay or in primary cess schools second grade schools are admissible, while the first grade school is inadmissible except as the germ of a high school or the feeder to a high school.

It appears impossible to resist the conclusion that the First Grade Anglo-Vernacular School is to be generally condemned and that it should only be tolerated under the above conditions. Yet this has not been, I believe, the opinion of former leaders in our educational world, nor does it, I think, represent the opinion of those who are best able to judge because they are constantly engaged in the work of education.

At an early period of educational progress it became obvious that a large number of First Grade Anglo-Vernacular Schools could never be maintained by Government only. At the same time the importance of these institutions was so highly estimated that Government determined to encourage their existence by offering to open them in places where local assistance was available: in other words, where the people were prepared to put down a certain sum of money, there Government were prepared to give efficient education in English up to a certain standard. Not the least influential among the reasons of Government for this action was the belief that the English education given in the Second Grade Anglo-Vernacular School was of a most inferior and unsatisfactory character.

Thus in May 1871, the Director of Public Instruction, Mr. J. B. Peile, C.S., in his circular letter No. 784, offered on behalf of Government a grant for Anglo-Vernacular Schools to be given to those towns which contributed an equal sum. Nor did Mr. Peile consider that the contributions of Municipal bodies were not to be held as popular contributions. In that letter the reason for making this offer is stated as follows:—

> "My object is to improve the status of the Táluka English Schools, to introduce a better quality of English-teaching into them, and in doing this to call out local enterprise and interest in education by employing the 'grant-in-aid' method as frequently recommended by the Government of India.
>
> "The towns must distinctly understand what is offered in return for their Municipal subscription. It is instruction in *English* of fair quality. The public revenues can afford to support only a very few schools of the higher class, and these must be in central positions. The great majority of country towns must therefore do something for themselves if they wish to possess the means of English education at home instead of sending their boys to get it at those centres where it is provided by the State.
>
> "What is paid for being instruction in English, this Municipal subscription is quite distinct from any contribution which the town may hereafter be called upon to make for primary education.
>
> "It is also quite voluntary. If a town wants English-teaching, it will subscribe towards the cost. If it is indifferent to English-teaching, it will decline to subscribe; but let it be understood that cheap and bad English-teaching will not be supplied to that town at the sole cost of the Educational Department.
>
> "The work of existing Second Grade Anglo-Vernacular Schools should therefore be searchingly tested, and inefficient because badly paid teachers of English discarded.
>
> "You will observe that the scheme thus set on foot this year will, if extended, supply a satisfactory class of Táluka English Schools occupying the place of upper middle class schools between the higher Government English schools and the superior vernacular schools and maintained on the Grant-in-aid principle."

It is plain from this letter that Mr. Peile, when Director of Public Instruction, held the opinion that has been held so far as I am aware by all who are practically experienced in education, that composite schools, that is primary schools with an English class, are generally inefficient and useless.

In 1871 there were in the Northern Division First Grade Anglo-Vernacular Schools at Broach and Nadiád which have since developed into high schools, a school at Baroda which is now a primary school, the branch schools of Ahmedabad and Surat and the Kaira School, all of which still exist, and endowed schools at Bulsár, Navsári and Surat (Párși Panchâyat). There were also 19 Second Grade Anglo-Vernacular Schools in various parts of the British Districts. It must be remembered that at that time not only these second

grade schools, but also the First Grade Anglo-Vernacular Schools of Broach and Kaira, were maintained at the cost of the educational local cess.

As a result of the policy laid down by Mr. Peile, and of the generally accepted policy that the first object of the local cess was primary education, the Second Grade Anglo-Vernacular Schools in the Northern Division have gradually disappeared and have been replaced by First Grade Anglo-Vernacular Schools in those places where a popular contribution has been forthcoming. Thus the Bulsár School was further developed when the Municipal Board gave it a grant, and the Anklesvar, Viramgám, Dholka, and Ránder Schools have been opened exactly on the principle which Mr. Peile laid down. Of the rest, every school, except Navsári, which is endowed, is not in British territory, and is under this Department only in compliance with the will of the founder, is or was until this year largely subsidised from Municipal or Cantonment Funds.

In this office letter No. 3321 of 16th September 1885, I have entered at length into the question of the cost of the First Grade Anglo-Vernacular Schools of this Division to Government and have pointed out how greatly that cost is lessened by the liberal grants which have been obtained from the people. I have also pointed out that the system adopted in this Division placed these schools on an equality as regards expense to Government with similar '*aided*' schools in Bombay, and was less expensive than that pursued in other districts of the Presidency. I think, therefore, that I need say no more in justification of the existence on their present basis of the 11 schools to which such prominent attention is drawn in the report. I am the more surprised that the existence of these schools should now be imputed to us almost as a reproach, because I am confident that we have done right in maintaining at a small cost to Government schools which are efficient and well attended, which are located in important towns and maintained on a 'Grant-in-aid' principle.

But the sin of commission is not equal to the sin of omission. It is pointed out that the Board Anglo-Vernacular Schools of the Presidency number 108, and that none of these exist in the Northern Division. This is true. It is also true that we have tried these English classes attached to primary schools and maintained by private subscriptions, and that we have in every instance found that they do little or no good, and have closed them accordingly.

The English class attached to a vernacular school is a compromise.

It is a yielding to a demand for English which exists, but does not exist in sufficient force to make the people undertake the establishment of a separate school. The class therefore is started on the understanding that the people pay for the teacher, and the primary school is made the scene of the experiment. The usual result is that one or two English standards are taught in a slipshod way, that the work of the primary school is disturbed, and that, frequently, the boys are made a subject of contention between the Head Master of the primary school and the English teacher. I do not believe that this is a sound system or useful in any way, and I believe that this Division has been quite right in resisting the tendency towards these mongrel institutions, which were lately characterised by my most experienced Deputy Inspector as " detestable".

What I have always hoped for was that in time, as Government became able to extend the aided system, the people would be led to establish English schools for themselves as separate institutions, supported by sufficient fees and aided on the system of payment-by-results. I believe that my expectations are in process of being fully realised from the rapidly increasing number of these institutions which have sprung up in the last two or three years, as soon in fact as the people thoroughly understood that the District Boards would not open composite schools, and that Government was prepared to register and aid their private institutions under Part I of the Grant-in-aid rules.

So far in fact from superseding private effort—a charge brought against the Division on page 69 of the report—it has been my object to encourage that effort, to stimulate it to an effective point, not to meet it half way at the expense of the cess-payer, but to lead on the people to independent efforts which should have the recognition of Government in proportion to the efficiency of the private institution.

On page 70 of the report the increase in the class of schools which I have advocated is noticed with satisfaction. The number of such schools was six in 1884-85. In the course of the last year it has risen to 12, and indications are not wanting to show that this number will before long be largely increased. Enough however has, I think, been said to justify the policy which has been adopted in this Division and to remove the reproach which has been thrown on us of superseding private effort.

I must add a few words more on the subject of 'unaided' schools. It is stated in page 70 of the Report that only 2 schools of this description are returned, that the returns are inaccurate, and that if they were accurate, a larger number of schools would be forthcoming. I deny the inaccuracy of the returns altogether, and I can most positively state that enquiry will fail to elicit the existence of 'other' schools in this imaginary 'outer' circle, which languish for want of our support and which are left out in the 'cold shade' of neglect. Had I been asked for any information as to the two 'unaided' schools that do appear on the

list, it would have been found at once that the Dákor School is one which needs no aid because it is supported by the allotment of a sufficient sum of money from the revenues of the Dákor temple under the orders of the High Court of Bombay. The school at Kapadvanj had just been started, and could not be removed to the grant-in-aid list, to which it has since been transferred, until it had been shown that its existence was not ephemeral.

I therefore submit that the conclusions drawn in paragraph 50 of the report are altogether erroneous and that they are founded on surmises which facts do not justify. I claim that in this Division a sound policy has been followed as regards middle schools, and that private enterprise has in no way been stifled or superseded but has received every encouragement and attention at the hands of the Department. If there has been delay in offering the grant-in-aid principle that delay has been caused not by the jealousy or indifference of the Department, but by the inability of Government to increase the grant-in-aid allotment. * * * * * * * *

The Division was however unfortunate last year in not obtaining an adequate recognition of the progress made in it. On page 127 of the report it is stated that 'a certain decline in the usual progress of the history of education in this Division' has been noticed. I confess that I am at a loss to understand how such a statement could have been made in the face of my own report and of the figures printed on page 18 of the Departmental Report. Those figures showed a net increase of 83 schools and 7,319 scholars for the Northern Division, an increase only surpassed by that of the Central Division, and considerably larger than that shown by the Southern and North-East Divisions. But it is not to be expected that in this Division progress is to made by 'leaps and bounds' as has been the case in the Southern Division during the 6 years which are noticed by Government with such satisfaction. We have been moving on steadily for many years, and have not only lately developed such a sudden interest in education as is attributed to the Southern Division. As regards quality of education there was no single point in the account of last year in which it was shown that the Northern Division had retrograded. For this year we have a net increase of 154 schools and 4,542 scholars. The number of the latter is smaller than it was last year, and I might be apprehensive of still more adverse criticism, but I am in hopes that the figures of the table shown in paragraph 13 of the report, with the remarks which I have made throughout, will amply suffice to protect the Division against any charge of decline or of lack of progress

The table given below gives the total number of schools and scholars for the last ten years previous to the year under report. This period comprises the time during which I have been personally acquainted with the Division. It will be seen that the progress has, with the single exception of the fever and famine year of 1878-79, been remarkably steady and consistent, and that the year 1884-85 is one of those in which a larger increase than usual was chronicled, yet the figures of this year have seemed according to the departmental report to indicate a decline in the history of our progress.

Year.	Number of Schools.	Number of Scholars
1875-76	1,524	85,978
1876-77	1,578	90,557
1877-78	1,629	97,913
1878-79	1,684	91,694
1879-80	1,763	101,970
1880-81	1,810	113,972
1881-82	1,891	125,223
1882-83	2,016	134,609
1883-84	2,059	138,925
1884-85	2,142	146,244
1885 86	2,296	150.786

APPENDIX K.

Statement showing the Receipts and Disbursement of the Local Boards.

	Collectorates.	Opening Balance, 1st April 1885.	Receipts. Cess.	Provincial Grant.	Fees.	Municipal Grant.	Miscellaneous.	Total, including Opening Balance.	Expenditure. Expenditure on Board Schools, including Aided Schools.	Town share of Cess made over to Municipalities in separate charge of Schools.	Extra Grant to Municipalities in separate charge of Schools.	Total.	* Closing Balance on 31st March 1886.	Number of Schools on the Local Budget on 31st March 1886.	Number of Scholars in Local Schools on 31st March 1886.	Increase or Decrease of Local Schools during the year.	Increase of Scholars in Local Schools during the year.
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.				
Central Division.	Bombay ...	14,376	...	11,563	20,332	22,500	627	69,398	59,599	...	...	59,599	9,799	59	6,017	+4	—35
	Poona ...	601	30,742	17,432	7,217	452	677	57,121	48,268	...	300	48,568	8,553	246	10,364	—22	—1590
	Sholápur ...	31,109	21,009	10,800	4,836	...	465	68,219	34,750	...	660	35,410	32,809	191	7,577	+12	—940
	Thána ...	22,429	24,492	16,049	7,872	638	2,197	73,677	43,826	...	...	43,826	29,851	144	8,046	—23	—3,629
	Kolába ...	7,524	20,651	11,400	4,456	388	628	45,047	31,190	...	1,666	32,856	12,191	100	5,104	—13	—2,125
	Sátára ...	18,240	43,067	17,654	9,746	126	1,096	89,929	56,003	...	...	56,003	33,926	211	11,248	—26	—4,115
	Ratnágiri ...	—12,224	20,624	20,208	5,529	60	37,765	71,962	61,619	...	...	61,619	10,343	143	10,745	+8	—933
	Total ...	82,055	1,60,585	1,05,106	59,988	24,164	43,455	4,75,353	3,35,255	...	2,626	3,37,881	1,37,472	1,094	59,101	—60	—13,367
North-East Division.	Khándesh ...	25,679	66,791	20,360	10,782	1,700	2,082	1,27,394	91,303	...	5,174	96,477	30,917	373	15,926	—36	—6,143
	Ahmednagar ...	13,617	36,516	17,910	7,012	85	883	76,023	55,029	...	...	55,029	20,994	241	10,045	—10	—2,313
	Násik ...	18,694	33,240	16,501	5,880	922	433	75,670	50,954	...	...	50,954	24,716	235	9,623	—21	—3,128
	Total ...	57,990	1,36,547	54,771	23,674	2,707	3,398	2,79,087	1,97,286	...	5,174	2,02,460	76,627	849	35,594	—67	—11,584
Northern Division.	Ahmedabad ...	17,093	40,252	15,080	5,201	1,144	3,343	82,113	43,512	519	1,175	45,206	36,907	169	10,407	—21	—5,291
	Kaira ...	24,064	54,023	10,528	8,252	...	2,645	99,512	64,426	...	...	64,426	35,086	209	16,181	+4	—2,897
	Panch Maháls ...	4,350	8,324	8,953	1,421	...	532	23,580	14,526	...	...	14,526	9,054	75	3,540	+2	—860
	Broach	—25,556	1,03,330	2,486	4,207	...	6,731	91,198	52,389	...	...	52,389	38,809	216	10,859	+6	—2,638
	Surat	6,396	54,270	14,259	6,230	...	2,118	83,273	65,340	...	...	65,340	17,933	245	14,727	—27	—3,378
	Total ...	26,347	2,60,199	51,306	25,311	1,144	15,369	3,79,676	2,40,193	519	1,175	2,41,887	1,37,789	914	55,714	—36	—15,064
Southern Division.	Belgaum	736	36,264	17,948	9,419	90	2,179	66,627	62,011	486	787	63,284	3,343	213	16,216	+20	—1,592
	Dhárwár	—7,754	61,802	21,745	14,805	...	4,340	94,938	89,102	...	...	89,102	5,836	364	24,945	+8	—5,810
	Bijápur	11,940	36,513	12,264	7,046	...	1,608	69,371	50,060	...	...	50,060	19,311	252	11,269	+52	—100
	Kánara	1,966	19,057	12,530	4,374	300	514	38,741	34,393	496	2,600	37,489	1,252	156	10,242	+29	—141
	Total ..	6,888	1,53,636	64,487	35,635	390	8,641	2,69,677	2,35,566	982	3,387	2,39,935	29,742	985	62,672	+109	—7,643
Sind.	Karáchi	8,573	22,726	5,588	.	...	98	36,985	14,682	...	678	15,360	21,625	42	1,603	—24	—2,442
	Hyderabad ...	3,592	31,899	4,535	271	534	10	40,841	39,397	...	...	39,397	1,444	60	2,622	—27	—2,256
	Thar and Párkar ...	—104	2,500	1,920	...	...	6	4,322	2,925	...	...	2,925	1,397	8	688	—4	—338
	Shikárpur ...	27,545	44,998	3,162	...	652	14	76,371	49,413	...	...	49,413	26,958	88	4,167	—18	—3,286
	Upper Sind Frontier...	19,300	10,318	1,532	...	...	2	31,152	7,773	...	...	7,773	23,379	17	647	—9	—237
	Total ...	58,906	1,12,441	16,737	271	1,186	130	1,89,671	1,14,190	...	678	1,14,868	74,803	215	9,727	—78	—8,559
	Grand Total ...	2,32,186	8,23,408	2,92,407	1,44,879	29,591	70,993	15,93,464	11,22,490	1,501	13,040	11,37,031	4,56,433	4,057	2,22,808	—132	—56,217

* The expenditure on buildings is to be adjusted against this balance.

Remarks of Presidents of Local Boards on the Annual Reports of the Deputy Inspectors.

2. *Poona.—(W. A. East, Esquire, C.S.).*—"The progress made in the extension of educational facilities to the masses during the year may be taken as satisfactory, and the affiliation of indigenous schools reported by Mr. Nene will, no doubt, prove an important means of extending the influence of the Department with the expenditure of a minimum of funds.

3. " Financially, still further assistance has been afforded by the Municipal contributions enforced on those bodies by recent orders of Government, although in one instance, Talegaon Dhamdhere, the necessity has completed the financial ruin of the Municipality and caused steps to be taken for its abolition.

4. " I may here remark that the Deputy's report would be more easily noticed in detail if it were divided into consecutive paragraphs. He has hit a blot where he describes the low standard and equally low pay of a large number of rural school-masters. I am persuaded, it is a serious mistake, likely to affect the cause of education by bringing Government schools into disrepute, to multiply them beyond the power of available funds adequately to remunerate teachers. None of these should draw less than Rs. 9 or Rs. 10 a month; though Rs. 12 to 15 would be a preferable average. On my recent tour, out of no very large number of schools, I found one master absent from his school in Jail for theft, and another so blind from chronic disease of the eyes as to be quite incapable of teaching and an object of ridicule to the less humane of the villagers. These cases, which were reported to you, tend, I think, to show that the selection of school-masters has, in the past, been scarcely strict enough; the future will, I trust, show better results under altered conditions. Mr. Nene's suggestions to improve the condition of existing schools as funds may allow and to trust for extension of education rather to indigenous schools has my approval.

5. " Mr. Nene's attempt to spread female education by offering pecuniary advantages to village school-masters who opened girls' classes in their schools was ingenious and seems to have been successful; he might, I think, be encouraged to continue it. Although at present, as for years past, a very minute percentage of the girls attending rural schools learn any thing worth remembering, continued exertions in this direction may prepare the way for a better state of things which will certainly never be attained without them. A supply of trained school-mistresses would be a most important means to this end and I do not agree with Mr. Nene that the work can be better done by masters.

6. " Poona excepted, the Municipal Schools will, I trust, for long be practically managed by your Department. None of the other Municipalities in this District can wisely be entrusted for some years to come with the exclusive over-sight of their schools, although in Junnar and Bárámati there is noticeable an amount of public spirit which may render the necessity for postponement less pressing. In Poona itself autonomy is accomplished almost beyond the scope of discussion and may be more profitably watched as an experiment.

7. "The Junnar Anglo-Vernacular School will, I believe, in time prove a success as the people seem much in earnest about it and the Municipality is fairly prosperous. The feeble Municipality of Jejuri would have done well to let any such attempt alone and endeavour to set its educational house in order in a less ambitious way by doing its best to foster sound vernacular education.

8. " The Bhigwan school I have not seen but I agree in the commendation bestowed on the Chákan master for the garden he manages to keep up in front of his school. This not only adds much to the appearance of the school-house but must have a beneficial effect on the boys especially if they can be induced to take an interest and work in it. In similar cases I shall be prepared to recommend that plants, &c., be supplied gratis from the Government gardens if carriage can be arranged for without cost to Government.

9. "The continued disregard of the Judge's orders on the subject of the education of minors appearing from Mr. Nene's last paragraph should, I think, again be brought to that officer's notice."

Sholápur—(W. W. Loch, Esquire, C.S.).—"Mr. Loch has left the following note on record on the working of the School Board :—

> 'The School Board of the Sholápur Municipality under its Chairman Ráo Sáheb Ganesh Jiwaji Kelkar has managed the vernacular Schools in the city with commendable liberality and care. It is perhaps too much to hope that the management in smaller towns will be equally successful and much of the superintendence will inevitably fall on the official members of the Committees.' "

Sátára.—(G. F. M. Grant, Esquire, C.S.).—" The increase in number of schools and scholars, and the financial position as detailed in the report are very satisfactory.

" 2. As regards tables VII. and VIII. it might perhaps be better to show castes and professions separately. If cultivators who are Jains are entered only as such, the number of cultivators is not ascertained. Jains who are cultivators would generally be cess-payers, and it should be possible to ascertain whether any such are attending 2nd Grade Anglo-Vernacular schools or not.

"3. The discrepancy between table VIII. and table IX. might, the undersigned thinks, in this way be cleared up.

"4. Both the Deputy Inspector and his Assistant seem to have been very active in the discharge of their duties.

"5. The Deputy Inspector's remarks regarding scanty attendance at Anglo-vernacular schools deserve attention. It would seem that the pupils are passed through the standards too quickly. The inspecting staff can check this, but there is also the question whether the instruction given is efficient. The rule that the expenses of English classes should be borne by the people benefited appears to the Acting Collector quite sound. The expenses are not heavy, and willingness to pay them is the real test of the want being felt, while it cannot be said that general local interests will be so forwarded by an increase of such classes as to warrant expenditure from the cess.

"6. Night schools, according to the undersigned's experience, are generally failures. Efficient teachers cannot, he thinks, be got for Rs. 3 or Rs. 4 per mensem, and he concurs in the Deputy Educational Inspector's remarks as to admissions and attendance.

"7. It is much to be regretted that the condition of the Sátára Girls School under a well paid mistress should be so unsatisfactory, and it is hoped some steps may be taken in the matter.

"8. The Deputy Educational Inspector's proposal for fixed monthly payments to indigenous schools, does not seem consistent with the system of payment by results. His further remarks show that there is great improvement in these schools, notwithstanding difficulties, and that their number increases. It would also seem that efficient men can be got for very small salaries.

"9. The schools in Native States, except Jath, seem to be, speaking generally, in an unsatisfactory condition. The undersigned will take opportunities of bringing the matter to the notice of the Chiefs concerned.

"10. As regards head XXII, the undersigned has always been opposed to the erection of Kutcha school-houses."

"11. He has read with interest the Deputy Inspector's head XXIV."

Ratnágiri—(R. E. Candy, Esquire, C. S.)—"2. In this district of Ratnágiri we have a teeming population of nearly 10 lákhs in an area of nearly 4,000 square miles.

"3. The people are industrious, orderly and intelligent, affording admirable material for the Educational Department to work upon.

"4. The soil of the country is, however, very poor, in consequence of which the land revenue is not large, and therefore the Local Funds are limited. This is most unfortunate as from want of funds the Educational Department cannot meet the demands of the people to be taught. Out of 1,297 towns and villages only 151 are provided with schools. The percentage of scholars to population is only 1·36. This is really most lamentable, because it is not the fault of the children who are ready and eager to learn. Their parents in many instances pay local funds and have a right that their children should be taught; but what is the Department to do? During the year under report 25 new schools were opened at which 1,205 children were entered.

"5. What is required however is that every large village or group of villages should have a school, while smaller villages should have branch schools.

"6. I am of opinion that to raise funds to meet this great educational want, the fees of children who attend school and learn the 4th standard and upwards should be doubled. If this suggestion meets with your approval, I shall lay the matter before the District Local Board. The increase can however be but small. What we require is a very much larger Provincial grant, and I trust you will be so good as to place this matter before the Director of Public Instruction in a very strong light. Other districts which are endowed by nature with a rich soil and which thereby yield a large revenue have ample local funds at their disposal and earn in consequence a corresponding rich grant from the Provincial revenues.

"7. It is a case of 'giving to him that hath' but I would earnestly urge that some portion might be deducted from these wealthy districts and handed over to him that hath not.

"8. Besides the question of opening new schools, there is the very important matter of rewarding by increased salaries, masters who by special gifts and exertions have raised their schools or who by long meritorious service have earned an increment. The Department cannot flourish unless such points are attended to."

Kolába.—(A. Keyser, Esquire, C.S.)—"1. Para. 2.—A balance is not a receipt for purposes of comparison of income during the year.

"Mr. Chhatre is under a misapprehension; the Nizámpur school-house was not completed when the Collector visited it about the 12th May.

"2 *Para 3.*—It is not understood why the comparison of the receipts is made a subject of guess work It would surely be possible to ascertain what the total was, excluding the schools since handed over to the Municipal Boards last year.

"3. *Para. 5.*—Total for Local Board schools. The figure, Rs. 2,281, should be Rs. 2,221.

"4. *Para 14.*—The undersigned cannot agree in thinking a daily average attendance of 80 per cent satisfactory. It means that every boy on the average absents himself two months in the year, besides the official holidays

"5. *Para. 27.*—The Collector cannot think a technical school would support itself, or even obtain pupils He would be glad to entertain any specific proposals connected with the subject."

Ahmednagar—(G. Waddington, Esquire, C.S.)—"*Para. 4*—The number of schools examined (excluding Hindustani schools) amounts to 362 in all. The examination of this large number of schools scattered over an area of over 6,500 square miles cannot possibly be effectively carried out by the Deputy Educational Inspector and one Assistant, and a Second Assistant should be provided if possible.

"*Para. 6.*—I concur in thinking that the re-admission fee should be permanently abolished.

"*Para. 7 (a)*—The decrease in schools and number of scholars is more apparent than real, being mainly due to the transfer of schools in municipal towns to the municipalities concerned.

"*Para 8.*—The Deputy Educational Inspector remarks that the percentage of schools to population last year was higher only because the municipal schools were included Looking to the large number of schools in the municipal town of Nagar, the great falling off is accounted for without arriving at the conclusion formed by the Deputy Inspector that the people of this táluka generally take less interest in education than those of other tálukas.

"*Para. 9 (a).*—I visited all the middle class schools referred to by Mr. Tilak and found them in a fair state of efficiency.

"I can fully endorse the complaint of the Deputy Educational Inspector as to the insufficient supply of furniture and maps

"*(b).* I visited up to date about 60 lower class schools and found the attendance generally pretty good and the teaching fair."

Násik.—(W. Woodward, Esquire, M.A., C.S.)—"I have the honour to offer the following remarks on your Deputy's Annual Report for the year 1885-86, copy of which was received by me on the 5th instant.

"2 Mr. Limaye has been in charge of the sub-division the greater portion of the year under review, and he has written a thoughtful report showing the interest he takes in the well doing of his very important trust.

"3. There has been progress in the year both in schools and scholars. The former have increased by 13 and the latter by 182. On the other hand, the ratio of attendance has fallen somewhat. The inspection has been thorough and sufficient.

"4 I personally visited during the touring season just closed 74 schools. I found the discipline good, the children orderly and fairly clean, the school-rooms neat. The attendance in the village schools was not satisfactory, and the usual excuses,—the harvest time, a wedding or sickness—were put forward. But both among the Kunbis or cultivating classes, the Mahárs and the parents of girls, the real reason is the same, *viz.*, indifference arising from a present positive inability to comprehend the personal advantages of education. As I said last year so I repeat it this: this difficulty can be only surmounted by a resolute master assisted by an intelligent school committee. The Deputy Inspector is quite right to reward regular attendance (page 41) I am also glad to read his remarks (page 46) regarding the poor pay of masters and the naturally bad results. When the price is raised a better article with the usual improvement will be procurable.

"5. I am also pleased to see that my notice of the unpractical character of the education afforded is bearing fruit (page 48). Poetry, history and such like are scarcely the requirements of a cultivator of the soil.

"6 I am unable to say that I noticed much progress among the girls' schools Mrs Rádhábái's school at Násik flourishes, but the others are in a very stagnant condition and will remain so, as long as they are officered by men. I do not appreciate the appositeness of the quotation at page 70 "Purdha" is hardly now seen among the Maráthas and only obtains among the Mahomedans of the Deccan.

"7 The municipalities have taken over the schools within their areas as required by law Personally, I should have preferred the obligation to have been limited to the larger municipal towns where the difficulty of obtaining a capable Board did not present itself, as it did assert itself in the smaller towns. It is, perhaps, too early to comment on the transfer at present, but I do trust and hereby exhort the Educational Department not to remit their supervision over the education of the schools within the petty municipalities of, say, Sinnar and Trimbak"

Ahmedabad.—(*G. B. Reid, Esquire, C.S.*)—*Heads. IV. and XVII.*—The average daily attendance (8 out of 80) at the Police schools is very low, and this will be brought to the notice of the Police Superintendent. But the undersigned does not understand how an attendance of 8 out of 80 can give a ratio of 41·3 per cent. The attention of the Police Superintendent will be drawn to the necessity of providing the pay of an assistant master and of purchasing a map of the Ahmedabad Collectorate.

Heads VIII. and XIII.—It is satisfactory to note that 76·1 per cent. of the pupils are of the cess-paying class for whom the schools were originally provided, and that the number of boys who pass the 5th and 6th standards is increasing. This is more significant than an increase in the numerical attendance.

The Deputy Educational Inspector is perhaps right in thinking that the girls' schools in the villages are not very flourishing, but it is a good beginning and the Dholera Girls' School, which is directly under the Board (there being no municipality there), is in number and efficiency far the best outside the city of Ahmedabad. The experiment of appointing a Musalman Assistant in a school where as at Ramol there are a number of Musalman boys appears to be a good one.

Head XIV.—Municipal schools.

Parántij.—The falling off in the number of girls attending is to be regretted. The number of girls in the Parántij school able to read and write decently has always been a very small minority.

Modása.—Both the boys' and girls' schools here are well filled and well managed.

Dholka.—The boys' schools: attendance good, but not so the result of the last year's examination.

The girls' school is doing well. The Anglo-Vernacular School though almost stationary in numbers is doing well, and it would be difficult to beat its percentage of passes.

It would be a good thing if the school could be raised to the 5th standard. The Urdu school is managed well, but it is a pity that the 2nd Master, a Hindu, does not even know the Urdu alphabet. So that in the absence of the Head-master the study of Urdu is at a standstill.

Dhandhuka.—The girl school is doing very well. The municipality appears to interfere even in petty matters with the power of the Head-master of the boys' school. Dhandhuka appears to want an English school, and I do not think that the Educational Inspector would find it a hard matter to induce the municipality to start one on the Kapadvanj model.

The Gogha town school seems doing well, although when the undersigned visited it in December last the attendance was not good owing to the special unhealthiness of the season.

The girls' school in Viramgám town is doing well, but the Urdu school is in a poor state.

Increased accommodation for the No. II. school in the city of Ahmedabad is very urgently wanted, and the undersigned will address the President of the municipality on the subject.

The attention of the municipalities will be drawn to the fact brought to notice by the Deputy Educational Inspector that no prizes have been distributed in any of the municipal schools except the Urdu school at Viramgám.

Head XVI.—The attendance of only 1,320 out of 9,394 Musalmán boys at school is of course unsatisfactory. It is hoped, however, that the "Anjuman-i-Islám" will succeed in stirring up their co-religionists.

Head XVIII.—The undersigned has called for explanations from the Vice-Presidents of the Táluka Boards concerned as to why the school-houses at Dani-Limda and Thaltej have not been transferred to the Educational Department.

The undersigned is of opinion that cheap constructions like the one at Chandkhera should be encouraged, but until the Local Fund Rules are altered it is not likely that Executive Engineers will pass such buildings.

Head XIX.—The only place where the athletic exercises struck the undersigned as really good was Parántij, but it is useless to expect much improvement in this line until the municipalities who represent the boys' fathers will come forward with small prizes.

Head XX.—There is a decided improvement in gardens year by year, especially in some of the Dholka Táluka schools.

Head XXI.—The untrained masters and teachers should be replaced by trained ones as soon as possible.

Head XXII.—It is very necessary that some provision should be made for the sons of tálukdárs and others either by reviving the old Tálukdári School or in some other way. The present state of things is as bad as can be and contrasts most unfavourably with Káthiáwár on one side and Mahi Kántha on the other.

Head XXV.—The examples set by Seths Girdharlál Bhawánidás and Virchand Dipchand are worthy of imitation by other well-to-do people.

Head XXVI.—It is believed that it is really the case that the formation of the school committees in villages does some good and the committee members do take an interest in the school and help the master.

Head XXVII.—Messrs. Khareghat and Edalji's attendance at the annual examinations was fair. Mr. Maconochie's attendance is not a fair measure of the interest he takes. Few district officers seem to the undersigned to take a more intelligent interest in the schools in their tálukas than Mr. Maconochie.

I have always found the Sub-Judges in the large towns most ready to assist in education work.

Head XXVIII.—The inspection work appears to have been satisfactorily done.

Head XXIX.—If the postal work and the responsibility connected with it are heavy in the case of some of the masters, their allowances should certainly be increased.

(*b*). Under the existing rules the chances for masters and teachers getting appointments in the Revenue Department are very few.

(*c*). The result of the Public Service Certificate Examination is no doubt satisfactory as regards the 2nd class certificate.

(*e*). The Deputy Educational Inspector appears to have moved about very actively in his charge and to have performed a large amount of work.

In an educational point of view the main feature of the year's work has been the gradual transfer of the schools within municipal limits to the municipalities. The undersigned has always been of opinion that the only municipality in this district which was fit to be entrusted with its schools is the city of Ahmedabad. He is glad to say that hitherto there has been no great difficulty in this district, but that is partly because the municipalities have hardly realized their new position and have been content to let things go in the old grove, but he sees no reason to suppose that there will be any improvement under the new system, and as the working of the Local Board schools under the Inspector was one of the few Government institutions in the country which was allowed by all to be satisfactory, it is difficult to see how the weakening of the connection with the Inspector and the Local Board schools can improve the municipal schools.

Panch Mahál.—(*J. K. Spence, Esquire, C.S.*)—*Head III.*—The decrease in the number of scholars in Dohad is not encouraging, and I fear the management of the schools by the municipality will not be attended with success, though some little time longer must be allowed to elapse before any reliable opinion can be formed. I thought the schools had deteriorated when I visited them in the course of my stay at Dohad.

Head XII.—Separate proposals are being made to Government regarding this school.

Head XIII.—The increase in the number of schools and pupils is very satisfactory, but I still think that the number of pupils who passed under all heads bears a small proportion to the number who presented themselves for examination, *viz.*, 740 to 1,628.

The girls' schools have not impressed me favourably and up to the present I cannot think they are doing the least good.

I have nothing to add to what I have said in previous years. Mr. Mádhavlál seems to do his best in a thankless and discouraging district.

Belgaum.—(*J. Fairlie Muir, Esquire, C.S.*).—A copy of this report has to be sent* to the District Local Board not later than 1st May. In the present instance the copy, dated 13th idem, did not reach me till 15th idem. No explanation is offered of the delay.

* Local Fund Rules, Part II., Section 12.

2. I circulated it at once for the remarks of the English-knowing members of the District Local Board. I received it back a day or two ago. No member of the Board has made any remarks.

3. (*Section* 5).—The number of schools is stated to be as follows :—

Schools.	1884-85.	1885-86.
Local Fund...	193	213
Municipal	...	26
Aided	41	67
Total ...	234	306

The increase* is due mainly to the fact that municipalities are now legally bound to provide for the schools within their limits, while the Local Funds formerly expended on these schools are now spent on the schools of non-municipal villages. It is highly satisfactory that aided schools have increased in number by 26.

* 20 Local Fund, 26 Municipal.

4. No mention is made of other schools, *i. e.*, of those not connected with Government, Local Boards or municipalities. A most serious omission, Mr. Vakil Bhate's school at Bel-

gaum, for instance, and the girls' school at Gokák, surely deserve some notice in such a report. Both are doing good work. It is matter for regret that Government funds* are not forthcoming to help in the support of the former school. The latter school, managed as it is by a woman, is thought highly of by the towns-people.

* Though applied for last year and this.

5. *(Sections 8 and 9).—Boys' primary Schools.*—Out of an average attendance of 9,394,* only 63 per cent. were examined. While the percentage of boys who passed to boys examined has fallen off from 65 to 60 ; the explanation offered does not appear satisfactory.

* 11 per cent. belong to night classes that are not examined.

6. *(Section 11).—Mixed Schools.*—"Attendance of girls being very irregular, majority of them are in the beginner's class ; about 25 per cent. of them only learn according to standards." In the smaller village schools, it is pleasant for the visitor to notice a few girls seated with the boys—but disappointing to find that so many are below standard. Irregular attendance is, as the Deputy points out, the cause ; the masters as a rule do not appear to be to blame.

7. *(Section 12).—Hindustáni Schools.*—Musalmáns in this district are* in no way behind other castes in the matter of availing themselves of the educational opportunities offered to the public. The Urdu schools and classes are specially well attended ; a large number of girls too attend them.

* See page 99 of the report for 1884-85 of the Director of Public Instruction.

8. Visiting these schools I found that many of them had not been examined departmentally for long past. Several had, I thought, suffered in consequence ; the steady progress of the pupils had been interfered with. When I visited the Chikodi school (26 boys) no examination had been held for 22 months ; Athni (39 boys) for 23 months ; Kudchi (40 boys) for 25 months ; and Gokák (35 boys) for 35 months In other schools it was much the same ; I have given information about the above schools, as I happen to have noted it in my diary.

9. On my representing this matter to the Inspector, I was told that the omission to hold examinations for so long was due to the fact of the inspecting staff being short-handed. I am not in a position to judge whether this explanation is satisfactory. If it is, it discloses the urgent need that there is for strengthening the inspecting staff. A sufficiently strong staff of Inspectors seems to me to be the very first requirement of the department. It is false economy to have the staff otherwise than *fully* competent to overtake its work.

10. *(Section 13).—Local Fund Girls' Schools.*—Local Board and Municipal schools here, as in other parts of the report, are treated of separately. This causes confusion, apparently unnecessary. Only 26·6 of the girls enrolled were presented for examination—a miserably small proportion.

11. *(Section 14).*—I am not satisfied that the Deputy Educational Inspector does all in his power to procure suitable teachers for girls' schools. Native feeling is *strongly* opposed to girls being made over to other than female teachers. Untrained school-mistresses, then, are much to be preferred to school-masters.

12. But failing women-teachers, respectable old men can readily be found. I have, however, on more than one occasion, during the year, had to draw attention to the fact that lads of 16 or 17 were in sole charge of girls' classes. This does not, I think, reflect creditably on the Deputy's action in the matter.

13. The three most flourishing non-municipal girls' schools are undoubtedly the school at Nandgad, the class at Nesargi, and the unaided school at Gokák. The teachers at all these schools are women.

14. *(Section 16).*—The progress of night-schools is most satisfactory. They meet a want much felt.

15. *(Section 17).*—The education of the low-castes may be said to have made a good and sure beginning. Besides the two schools and three classes for low-castes, in some 20 or 25 other schools one or two Holers and Madigas may be seen seated apart. It is gratifying to see the low-castes asserting their right to participate in the educational opportunities offered to the public ; and re-assuring to find, as I have done by personal enquiry, that they receive a fair share of attention at the school-master's hands.

16. *(Section 18).*—The transfer of their schools to municipalities promises to answer well. The Municipal Commissioners have, as a rule, shown interest in these schools.

17. *(Sections 20 and 21).*—Aided schools have increased in number and are improving. To them we must look for any further extension of education.

18. *(Section 22).*—With "Native States Schools" the District is in no way concerned.

19. *(Section 28).*—School Committees have everywhere been appointed. I have assured myself, however, by enquiries made on the spot, that with rare exceptions the members of the committee never go near the school ; and that their neglect has injured the school in many ways. I have no power over them ; but with village officers it is otherwise. I have, therefore, with the concurrence of the Inspector, required the Pátils and Kulkarnis to visit all schools in their village on some fixed day every month. I have taken steps to satisfy myself that my orders are carried out. The village officers everywhere are thus now obliged to interest themselves to some extent in educational matters. The other members of the committee are not unlikely to follow their example.

20. In view to interest the committee in the school, the Inspector has at my request ordered the Deputy to record* his examination-memorandum *in the vernacular of the school*, adding, if he likes, an English translation of it. I had found it a common practice for these memoranda of the results of the examination to be *recorded in English alone*! *cui bono*? In the great majority of cases neither does the school-master nor do any of the committee or Municipal Commissioners know English! Such a practice did not strike me as tending to enlist the interest of the public in the progress of the school.

* In the Visitors' Book.

21. *(Section 33).*—The Deputy's report "shall* briefly discuss all points raised by the Local Boards or by District officers during the working season." The Deputy says that I, "during the year, raised objections on three points."

* Local Fund Rules, Part II., Section 12.

22. 1st point.—I had, in a number of instances, to call the Deputy's attention to the great irregularity with which the annual examinations were held. The intervals between the dates of successive examinations being sometimes of nine months, sometimes of fifteen. Of such I have kept notes. I met too, if I remember right, with intervals shorter and longer than these. I considered that such irregularity must *seriously* interfere with the steady progress of the scholars; seeing that the course, under any one standard, takes one year and that promotions from one standard to another are made only after the holding of the annual examination and regulated by its results. I pointed out that these irregularities were by no means of exceptional occurrence. I was of opinion that, by ordinary care and forethought, arrangements might well be made to obviate them to a considerable extent. The Deputy disagreeing with me, I addressed the Inspector who promised that in future a programme should be carefully drawn out in the first place and adhered to as far as possible year by year.

23 The 2nd point.—I have written of in Sections 11, 12 and 13 above.

24. The 3rd point.—"In some cases for the sake of economy I have arranged to employ only one* woman who serves both as a servant to look after the children and as a seamstress" to teach both embroidery and plain sewing. My objection was that it was false economy to roll the three offices into one. The plain sewing I found, in most cases, to be mere cobbling, the sewing mistress herself not being able to sew properly! My objection was that anything done should be done *well*. The cobbling was a farce—a waste of time. Either, I urged, plain sewing should not be taught or else taught by a proficient.

* In a girls' school.

25. Other points raised by me during the year are noticed in Sections 8, 9, 19, and 20 above.

Dhárwár.—(J. R. Middleton, Esquire, C. S.)—Para. 60. The principal statistics relating to education are given below :—

Year.	Secondary Schools.		Primary Schools.		Number of Scholarships in Secondary Schools only.	Number of School-houses built.
	Number of Schools	Number of Scholars.	Number of Schools.	Number of Scholars.		
1884-85	18	879	341	30,501	138	...
Government—1885-86	2	611	2	256	17	...
Local Board	11	213	353	24,732	...	5
Municipal	3	60	45	5,466	...	...
Total for 1885-86 ..	16	884	400	30,454	17	5

There is a decrease of 2 in the number of schools, while the number of scholars has remained almost the same as in the year previous. The number of primary schools has increased by 59, being 400 against 341 in 1884-85, while in the number of scholars there is a decrease of 47, which is accounted for as follows.

The number of new independent schools actually opened is 23. If there is a separate class learning Hindustáni or English in a vernacular school, it is now considered as a separate school. The number of such classes amounts to 36, and the increase is only nominal. Forty-two primary schools have been made over to the municipalities and the attendance at them before the transfer in the previous year was 6,342. It has fallen off greatly, being 5,466, causing a decrease of 876. The attendance at the schools under the supervision of the Deputy Educational Inspector has increased by 819, which leaves a net decrease of 47. The demand for school-houses in this district cannot be met at once. Numbers of them are required, and popular contributions for them are readily forth-coming, but can only

be received to the extent to which the Department can supplement them so as to provide sufficient funds for the buildings The want of female teachers is greatly felt in this district, and I would be glad to see a female normal school established here with a view to supply the deficiency.

Both girls' and boys' schools are most efficiently supervised by Ráo Sáheb S. K Rodda, Deputy Educational Inspector, to whose untiring exertions the schools in this district owe their prosperity.

The number of aided schools was 89 against 32 in the year previous, and the number of scholars 1,419 against 776. This is the extension of private enterprise fostered by the Department, and is also due to Mr Rodda As these aided schools increase, they will more and more meet the growing demand for education which it is beyond the means of the Department to satisfy.

During the year I personally inspected 36 schools.

Kánara.—(C. Blathwayt, Esquire, C. S.)—The report shows a considerable increase in the number of schools and scholars The increase of funds made available by the transfer of the primary schools to the municipalities have been utilized by opening new schools chiefly in forest villages. I am not sure that too many new schools have not been opened, and I expressed my doubts to Mr. Deshpánde on the subject. It will be seen next year if the new schools continue to fill. All the Municipal schools have been satisfactorily conducted.

2. In order to encourage efficient men to accept the posts of Assistant Masters Mr Deshpánde proposes to make the Educational Department in its lower grades an avenue for employment in the Revenue Department. He proposes that half the shanbogs should be chosen from passed Assistant Masters who have served well for six years, and that trained men who have served well for six years should be given Kárkunships. I fear that the number of shanbogs' places that would be offered to the Educational Department would be little inducement for men to enter that department, as generally only three or four appointments are made in the year. Nor could many kárkunships be offered to trained masters. There is always a large number of Umedwárs, some of them matriculated men who are serving in the revenue offices in the hopes of getting a permanent appointment and who cannot in justice be passed over. Mr. Deshpánde has worked very energetically during the year.

APPEN

Statement showing Municipalities with Population and all Schools, Municipal or

Towns.	Population in 1881.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, i.e. ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE TOTAL COST.													Expenditure on Schools
		Number of Schools and Scholars.						Receipts							
		Primary Schools		Secondary Schools		Total		Fees	Municipal Cess	Miscellaneous.	Municipal Grant.	Extra Grant of Cess from District Board.	Fixed Provincial Grants.	Total.	
		Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.								
	2	3a	3b	3c	3d	3		4a	4b	4c	4d	4e	4f	4	5
								Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs.
CENTRAL DIVISION															
Poona Collectorate.															
Bárámati	5,272	3	202	1	40	4	242	177	.	..	488	..	361	1,021	1,021
Poona	99,622	18	2,197			18	2,197	4,001	..	494	4,897		3,650	13,042	13,042
Indápur	4 242	1	128	..	.	1	128	115	..	..	422		200	737	737
Junnar	10,373	3	357	1	60	4	417	426	..		140	300	411	1,277	1,277
Khed	7,015	1	151	..	.	1	151	102	..	..	404			506	506
Alandi	1,754	2	104	.	.	2	104	46	..	.	240	.	.	286	286
Talegaon Dábháde	4,900	2	206	..	..	2	206	121	.	..	741	..	..	862	862
Lonávli	8,334	2	83	..	.	2	83	77	..	..	37	..	73	187	187
Sásvad	5,684	2	238	1	35	3	273	193	.	..	907	..		1,100	1,100
Jejurí	3,245	1	179	1	12	2	191	143	..	..	528			651	651
Ghodnadi	4,392	3	127	1	19	4	146	94	.	..	344	..	255	693	693
Poona Cantonment	30,381	3	224	..		3	224		..	.		.		..	.
Total	188,214	41	4,196	5	166	46	4,362	5,474	..	494	9,223	300	4,950	20,441	20,441
Sholápur Collectorate															
Barsi	16,126	4	358	..		4	358	205	..		803	172	.	1,270	1,270
Karmála	5,071	2	276	1	20	3	305	55		..		188		243	208
Pandharpur	16,010	6	460	..		6	460	457	.	..	2,326		813	3,596	3,596
Sángola	4,726	3	158		.	3	158	114	.		313	300		727	727
Sholápur	59,890	10	963	.		10	963	1,120		5	4,184			5,309	5,309
Total	102,723	25	2,215	1	20	26	2,244	2,041		5	7,626	660	813	11,145	11,110
Sátára Collectorate															
Málcolm peth	3 248	1	104	.	.	1	104	41	..	..	90	..	95	226	226
Karád	10,778	5	571	1	23	6	594	446	.	.	594		740	1,780	1,780
Itahimatpur	6,082	3	156	.	.	3	156	70	.	.	153		216	459	459
Mayni	2 997	1	84	..	.	1	84	62	.	..	131		109	302	302
Pusesávli	2,569	1	71	.	..	1	71	46	.		91		102	239	239
Vita	4,477	1	105		..	1	105	57	..		193		194	444	444
Mhasvad	5,581	1	124			1	124	120	.	.	180		146	446	446
Shingnápur	1,167	1	42	..	.	1	42	7		..	63	..	68	138	138
Sátára	28,601	10	1,590		.	10	1,590	1,340	..	..	1,086	..	1,482	3,868	3,868
Tásgaon	10,200	4	370	1	24	5	394	140	..	.	555	..	515	1,210	1,209
Wái	11,676	6	540	1	11	7	551	252		..	547		675	1,474	1,474
Ashta	9,548	3	349	1	16	4	365	128	..	..	400	..	456	984	984
Islámpur	8,949	3	248	1	13	4	261	192	..	.	200	.	287	688	688
Total	105,879	40	4,354	5	87	45	4,441	2,881		..	4,292	..	5,085	12,258	12,257
Ratnágiri Collectorate															
Chiplun	12 065	1	278	1	31	2	309	588	..		81	.	301	970	970
Dápoli	2,652	1	134	.	..	1	134	103	..	.	214	.	175	492	492
Rájápur	7,448	1	214	..	.	1	214	258	.	..	317	..	231	806	805
Ratnágiri	12,610	3	522	.	.	3	522	553	..	.	114		641	1,308	1,308
Vengurla	8,947	2	457	1	83	3	540	561	.	.	769		470	1,790	1,790
Total	43,728	8	1,606	2	114	10	1,719	2,063	.	.	1,495		1,818	5,366	5,366
Thána Collectorate															
Bassein	10,357	7	646	1	65	8	711	986		.			995	1 981	1,917
Bhiwandi	13,837	6	779	1	9	7	788	439		..	2		1,130	1,571	1,571
Kalyán	12,910	5	496			5	496	312	.		1,022		734	2,098	2,098
Máhim	7,122	2	425	1	19	3	444	334	..	.	24		514	872	872
Thána	14 456	5	649	1	7	6	656	729		.	.	.	1,090	1 828	1,795
Dáhánu	14,987	3	211	1	25	4	236	294	..	..	.	.	322	616	616
Kurla	9,715	2	80	.		2	80	53	..			..	82	115	115
Total	83,384	30	3,316	5	125	35	3,441	3,107	..		1,048	..	4,876	9,031	8,989
Kolába Collectorate															
Alibág	6,370	2	300			2	300	215	84	1	27	310	434	1,071	1,071
Mahád	6,804	3	338	1	23	4	361	131			78	190	216	615	615
Panvel	10,351	4	418	1	23	5	441	275	..			331	529	1,135	1,103
Pen	8,082	4	420	1	39	5	459	490		11	..	385	465	1,351	1,298
Roha	4,894	3	334			3	334	96	117	..	48	310	334	905	905
Uran	10,149	3	275	1	22	4	297	190			106	90	260	646	646
Total	46,656	19	2,085	4	107	23	2,192	1,397	401	12	259	1,666	2,238	5,773	5,698
GRAND TOTAL, CENTRAL DIVISION	565,584	163	17,771	22	628	185	18,399	16,963	201	511	23,933	2,626	19,780	64,014	63,853

DIX L.

Aided, within Municipal limits for the year ending on the 31st March 1886.

ALL OTHER SCHOOLS AIDED BY THE MUNICIPALITY OR THE DEPARTMENT OR RECOGNIZED BY THE DEPARTMENT AS EFFICIENT — Number of Schools and Scholars						GRAND TOTAL										Remarks
Primary Schools		Secondary Schools		Specials Schools		Total		Schools.			Scholars.			Increase or Decrease of Schools over previous year	Increase or Decrease of Scholars over previous year	Percentage of Scholars to Population	
Schools.	Scholars.	Schools.	Scholars	Schools.	Scholars	Schools.	Scholars.	Boys.	Girls	Total.	Boys.	Girls.	Total.				
6a	6b	6c	6d	6e	6f	6		7a	7b	7	8a	8b	8	9	10	11	12
1	18	..	..	..	.	1	18	4	1	5	216	44	260	2	2	5	
23	1,619	3	1,678	1	16	27	3,313	32	13	45	4 620	890	5,510	30	3,508	6	
1	64	..	..	..	..	1	64	2		2	192		192	1	45	5	
5	398	..	..	..	..	5	398	9	..	9	815	.	815	6	436	8	
1	50	..	.	..	..	1	50	2	.	2	201		201	1	54	3	
..	..	..	..	..	..	..	..	1	1	2	72	32	104		19	6	
.	..	.	..	..	..	..	.	1	1	2	169	37	206	—1	25	4	
.	..	1	68	.	..	1	68	3	..	3	151		151	1	81	5	
.	.	..	..	..	..	..	..	2	1	3	212	61	273	1	—10	5	
.	..	..		..	..	.		2		2	191		191	1	15	6	
2	78			1	37	3	115	5	2	7	188	73	261	4	103	6	
6	412	13	1,036	1	11	20	1,459	11	12	23	994	689	1,683	23	1,683	5	
39	2,639	17	2,782	3	64	59	5,485	74	31	105	8,021	1,826	9,847	69	5,956	5	
2	74		..	..	..	2	74	5	1	6	400	32	432	3	95	3	
..	..		.			.		2	1	3	228	77	305	1	38	6	
3	146			1	65	4	205	9	1	10	606	59	665	5	194	4	
.	.			..		..		2	1	3	121	37	158	..	1	3	
5	142	1	80	—	.	6	172	14	2	16	986	149	1,135	7	204	2	
10	356	1	80	1	65	12	451	32	6	38	2,341	354	2,695	16	530	3	
..	.			..	..		.	1	..	1	104	..	104	..	1	3	
1	40	..	.	..		1	40	6	1	7	506	128	634	2	18	6	
..	..		..	..	.	..	..	3	..	3	156	.	156	1	—42	3	
	.		..	..	..	..	.	1		1	84	..	84	..	2	3	
	.			.	..	..	.	1	..	1	71		71		—5	3	
..	..		..	.	..			1		1	105	..	105	..	—14	2	
	.		.	..	..	.	.	1	..	1	124	..	124	—1	1	2	
.	..		..			.	..	1		1	42		42	..	—3	4	
5	330	1	255	..	..	6	585	15	1	16	2,063	112	2,175	7	699	8	
1	35		..	.	..	1	35	5	1	6	388	41	429	2	52	4	
2	94				..	2	94	8	1	9	564	81	645	3	61	6	
..		..	.	.	.	..	..	3	1	4	298	67	365	1	—31	4	
			..		..		.	4	..	4	261	..	261	2	—3	3	
9	499	1	255	.		10	754	50	5	55	4,766	429	5,195	17	736	5	
..	.	..	.	..		..	.	2	.	2	309	.	309	..	14	3	
3	85	2	114	.		5	199	3	3	6	279	54	333	5	200	13	
4	209	.	..	..		4	209	5	..	5	423	..	423	4	184	6	
2	96	2	212	.	..	4	308	6	1	7	776	54	830	4	264	7	
3	195			.		3	195	5	1	6	674	61	735	3	207	8	
12	585	4	326	..	..	16	911	21	5	26	2,461	169	2,630	16	869	6	
	.	.	.	..	..	..	..	7	1	8	658	53	711	1	—97	7	
	.		..	.	..	..		5	2	7	632	156	788	1	—167	6	
3	133	..		..	..	3	133	7	1	8	545	84	629	3	41	5	
..			..		.	..		3	..	3	444	..	444	1	71	6	
2	102	1	28	.		3	130	7	2	9	573	213	786	4	74	5	
3	120	3	752	.		6	872	8	2	10	750	388	1,138	7	946	8	
1	15		.			1	15	3		3	95	..	95	1	18	1	
9	370	4	780	..	..	13	1,150	40	8	48	3,697	894	4,591	18	885	6	
.	..	1	148		..	1	148	2	1	3	378	70	448	1	57	7	
..							.	4	.	4	361		361		—42	5	
..	..			..	..			4	1	5	373	68	441		—67	4	
1	44	..		..		1	44	5	1	6	453	50	503	2	38	6	
1	18	1	66		..	2	84	5		5	418		418	2	61	9	
1	22		..			1	22	4	1	5	281	38	319	2	39	3	
3	84	2	214			5	298	24	4	28	2,264	226	2 490	7	86	5	
82	4,533	20	4,387	4	129	115	9,049	241	59	300	23,650	3,898	27,548	148	9,062	• 5	

Towns	Population in 1881.	SCHOOLS MAINTAINED BY THE MUNICIPALITY ON THE CONTRACT GRANT, *i.e.*, ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE TOTAL COST.													Expenditure on Schools.
		Number of Schools and Scholars.						Receipts.							
		Primary Schools.		Secondary Schools.		Total.									
		Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Fees.	Municipal Cess.	Miscellaneous.	Municipal Grant.	Extra Grant of Cess from District Boards.	Fixed Provincial Grant.	Total.	
1	2	3a	3b	3c	3d	3		4a	4b	4c	4d	4e	4f	4	5
NORTH-EAST DIVISION.								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Khándesh Collectorate.															
Amalner	7,627	2	221	1	19	3	240	194	..	..	257	390	480	1,321	1,321
Párola	12,354	4	381	1	14	5	395	278	..	..	486	807	656	1,722	1,722
Varangaon	4,211	2	158	1	21	3	179	180	..	..	145	188	..	513	513
Bhusával	9,613	4	293	1	57	5	350	584	..	..	538	..	783	1,905	1,905
Chopda	13,932	4	369	1	21	5	390	236	..	..	710	530	..	1,476	1,476
Dhulia	18,449	6	754	..	..	6	754	719	..	..	2,082	..	1,349	4,150	4,150
Songír	4,275	2	152	..	..	2	152	72	..	..	97	114	186	469	469
Dharangaon	13,081	6	500	1	27	7	527	414	..	..	402	887	804	2,007	2,007
Erandol	11,501	4	426	1	16	5	442	257	..	..	222	474	583	1,536	1,536
Jalgaon	9,918	3	349	1	23	4	372	302	..	..	488	..	483	1,273	1,273
Nandurbár	6,841	3	304	1	18	4	322	292	..	..	794	258	..	1,344	1,344
Bhadgaon	6,537	1	214	1	10	2	228	86	..	..	258	304	404	1,052	1,052
Sávada	8,642	4	413	1	30	5	443	160	..	..	936	440	..	1,536	1,536
Yáwal	8,889	4	486	1	51	5	537	323	..	..	874	594	..	1,291	1,201
Sháhada	5,441	2	257	1	16	3	273	192	..	..	685	233	..	1,110	1,110
Prakásha	5,651	1	134	..	...	1	134	72	..	..	192	107	..	311	311
Shirpur	7,613	2	308	1	22	3	330	250	..	..	814	285	..	1,349	1,349
Sindkheda	4,295	1	113	..	..	1	113	72	..	..	275	204	..	551	551
Betávad	5,282	2	155	..	..	2	155	76	..	..	59	201	..	336	336
Taloda	5,963	1	185	..	..	1	185	158	..	..	469	158	..	785	785
Total ..	1,69,915	58	6,170	14	351	72	6,521	4,972	..	..	10,168	5,174	5,728	26,042	26,042
Ahmednagar Collectorate.															
Ahmednagar	32,903	9	1,381	..	..	9	1,381	1,270	50	52	3,045	..	2,174	6,600	6,600
Sangamner	8,796	4	380	1	21	5	401	310	..	..	423	965	..	1,704	1,704
Bhingár	5,106	2	175	..	..	2	175	135	..	..	385	..	274	794	794
Vámori	4,669	2	138	..	..	2	138	84	..	..	..	748	..	832	832
Total ..	51,474	17	2,074	1	21	18	2,095	1,814	50	52	3,853	1,713	2,448	9,930	9,930
Násik Collectorate.															
Násik	24,101	10	1,380	..	..	10	1,380	1,428	..	..	2,678	..	2,321	6,427	6,427
Málegaum	10,622	5	377	1	40	6	417	440	..	..	1,762	..	1,111	3,313	3,313
Yeola	17,685	6	618	1	71	7	689	988	..	..	1,688	..	1,491	4,167	4,167
Sinnar	7,969	4	306	1	24	5	330	268	..	..	542	..	477	1,287	1,287
Igatpuri	6,806	3	256	1	6	4	262	275	..	..	405	..	396	1,076	1,076
Trimbak	3,839	3	165	..	..	3	165	117	..	..	610	..	..	727	727
Total ..	70,513	31	3,097	4	141	35	3,238	3,516	..	..	7,085	..	5,696	16,897	16,897
GRAND TOTAL, NORTH-EAST DIVISION .	2,91,902	106	11,341	19	513	125	11,854	10,302	50	52	21,706	6,887	13,872	52,869	52,869
NORTHERN DIVISION															
Ahmedabad Collectorate.															
Parántij	8,353	2	515	..	..	2	515	445	..	..	1,167	400	..	2,012	2,012
Modása	7,031	2	497	..	..	2	497	534	..	..	1,097	250	..	1,881	1,881
Ahmedabad City	124,767	12	2,448	..	..	12	2,448	3,541	..	..	4,513	300	3,425	11,779	11,779
Dholka	17,716	5	628	..	..	5	628	595	..	..	1,827	100	..	2,522	2,522
Dhandhuka	10,044	4	513	..	..	4	513	270	..	..	1,408	519	..	2,193	2,105
Viramgám	18,990	4	515	..	..	4	515	303	..	..	1,544	..	703	2,550	2,550
Gogha	7,063	1	146	..	..	1	146	174	..	..	214	125	..	513	513
Total .	193,964	30	5,262	..	..	30	5,262	5,862	..	..	11,768	1,694	4,128	23,452	23,452
Kaira Collectorate.															
Kapadvanj	14,442	5	657	..	..	5	657	418	..	..	2,324	..	..	2,737	2,737
Dákor	7,771	2	328	..	..	2	328	271	..	..	926	..	..	1,197	1,197
Mehmdabad	8,137	3	470	..	..	3	470	390	..	..	1,203	..	809	2,402	2,402
Kaira	12,640	3	357	..	..	3	357	366	..	..	1,073	..	424	1,863	1,863
Nadiád	28,304	6	1,498	..	..	6	1,498	1,010	..	..	2,068	..	1,673	4,741	4,741
Total ...	71,294	19	3,310	..	..	19	3,310	2,450	..	..	7,584	..	2,906	12,940	12,940
Broach Collectorate.															
Broach	37,281	12	1,891	..	..	12	1,891	1,675	.	..	7,041	.	..	8,716	8,716
Jambusar ..	11,479	8	714	..	..	8	714	586	..	..	3,447	.	..	4,033	4,033
Ankleśar	9,536	5	679	..	..	5	679	165	..	..	3,264	..	..	3,429	3,429
Total ..	58,295	25	3,284	..	..	25	3,284	2,426	..	..	13,752	..		16,178	16,178

DIX L—*continued.*

ALL OTHER SCHOOLS AIDED BY THE MUNICIPALITY OR THE DEPARTMENT OR RECOGNISED BY THE DEPARTMENT AS EFFICIENT.						GRAND TOTAL.									Remarks.
Number of Schools and Scholars.															
Primary Schools.		Secondary Schools.		Normal and Sanskrit Schools.		Total.		Schools.			Scholars.				
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Boys'.	Girls'.	Total.	Boys.	Girls.	Total.	Increase or Decrease of Schools over previous year.	Increase or Decrease of Scholars over previous year.	Percentage of Scholars to Population.	
6a	6b	6c	6d	6e	6f	6		7a	7b	7	8a	8b	8	9	10	11	1
1	113	..	.	..	..	1	113	3	1	4	317	36	353	..	11	4·62	
3	87	..	..	..	..	3	87	7	1	8	408	74	482	— 1	— 43	3·90	
..	..	..	..	..	..	..	..	3	..	3	177	2	179	— 1	— 95	4·25	
..	..	1	50	..	..	1	50	5	1	6	335	65	400	..	— 48	4·15	
4	101	..	.	..	..	4	101	9	..	9	486	5	491	2	56	3·52	
5	238	1	58	..	..	6	296	11	1	12	957	93	1,050	1	181	5·69	
..	.	..	.	..	..	..	..	2	..	2	152	..	152	— 1	— 26	3·55	
2	48	..	..	..	..	2	48	8	1	9	517	58	575	1	— 50	5·22	
2	64	..	..	..	..	2	64	6	1	7	443	63	506	— 1	— 55	4·39	
1	41	..	..	..	..	1	41	4	1	5	384	29	413	..	27	4·16	
1	25	..	..	..	..	1	25	5	..	5	317	30	347	1	3	5·07	
..	..	..	..	..	..	..	..	2	..	2	228	...	228	..	— 48	3·48	
1	15	..	..	..	..	1	15	5	1	6	409	49	458	..	— 94	5·29	
.	..	..	..	..	.	..	..	4	1	5	479	58	537	— 1	— 24	6·04	
..	..	..	..	..	..	..	..	3	.	3	256	17	273	..	45	5·01	
..	..	..	..	..	..	..	..	1	..	1	134	.	134	..	.	2·36	
..	..	..	..	..	..	..	..	2	1	3	304	26	330	..	— 23	4·33	
..	..	..	..	..	..	..	..	1	..	1	113	..	113	..	..	2·63	
..	..	..	..	..	..	..	..	2	..	2	155	..	155	..	— 10	2·93	
..	..	..	..	..	..	..	..	1	..	1	182	3	185	..	— 16	3·26	
20	732	2	108	..	..	22	840	84	10	94	6,753	608	7,361	..	— 257	4·33	
20	1,102	4	361	1	59	25	1,522	26	8	34	2,361	542	2,903	— 5	— 172	8·82	
4	160	..	..	..	..	4	160	8	1	9	470	91	561	— 1	04	6·37	
1	69	..	..	.	..	1	69	2	1	3	209	35	244	— 3	— 223	4·77	
3	75	..	..	..		3	75	4	1	5	172	41	213	2	92	4·56	
28	1,406	4	361	1	59	33	1,826	40	11	51	3,212	709	3,921	— 7	— 209	7·62	
7	261	1	87	1	60	9	408	16	3	10	1,576	212	1,788	..	139	7·41	
..	..	..	..	..	..	..	..	5	1	6	381	36	417	1	— 107	3·92	
2	65	..	..	..	..	2	65	8	1	9	684	65	749	1	6	4·23	
2	77	..	..	..	..	2	77	6	1	7	350	48	407	— 1	23	5·19	
3	109	3	100	..	..	6	209	9	1	10	451	80	531	1	..	8·42	
1	50	..	..	1	28	2	78	4	1	5	210	33	243	1	43	6·33	
15	562	4	247	2	88	21	897	48	8	56	3,661	474	4,135	3	104	5·86	
63	2,700	10	716	3	147	76	3,563	172	29	201	13,626	1,701	15,417	— 4	— 362	5·28	
..	..	..	..	..	..	..	..	1	1	2	387	128	515	..	..	6·16	
..	..	..	..	..	..	..	..	1	1	2	402	95	497	..	..	7·06	
11	1,127	7	1,337	..	..	18	2,464	23	7	30	4,190	792	4,982	..	..	8·93	
.	..	1	43	..	..	1	43	5	1	6	495	176	671	...	..	3·78	
..	..	.	.	..	..	..	..	3	1	4	413	100	513	..	..	5·17	
1	100	1	75	..	..	2	175	5	1	6	570	120	690	...	..	3·68	
3	248	..		..	..	3	248	3	1	4	337	57	394	.	..	5·57	
15	1,475	9	1,455	..	..	24	2,930	41	13	54	6,725	1,468	8,192	.	.	4·22	
3	399	1	55		..	4	454	8	1	9	960	151	1,111	..	..	7·69	
	.	.	..	..	..	..	.	1	1	2	260	68	328	.	..	4·22	
1	46	..	..	..	..	1	46	3	1	4	416	100	516	..	..	6·34	
1	32	1	74	..	..	2	106	4	1	5	357	106	463	..	..	5·60	
2	104	1	338	..	..	3	442	8	1	9	1,775	165	1,940	..	..	6·85	
7	581	3	467	..	..	10	1,048	24	5	29	3,768	590	4,358	..	..	6·11	
2	177	1	123	..	..	3	300	12	3	15	1,861	330	2,191	..	.	5·87	
..		1	42	..	..	1	42	3	1	9	647	100	786	.	..	6·76	
..	..	1	69	..	.	1	69	5	1	6	668	90	748	.	..	7·84	
2	177	3	234	..	..	5	411	25	5	30	3,166	529	3,695	..		6·31	

Towns	Population in 1881.	SCHOOLS MAINTAINED BY MUNICIPALITIES ON THE CONTRACT GRANT, *i.e.* ON THE GOVERNMENT GRANT OF ONE-THIRD OF THE TOTAL COST.														Expenditure on Schools.
		Number of Schools and Scholars.						Receipts.								
		Primary Schools.		Secondary Schools		Total.		Fees.	Municipal Cess.	Miscellaneous.	Municipal Grant.	Extra Grant of Cess from District Boards.	Fixed Provincial Grant.	Total.		
		Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.									
1	2	3a	3b	3c	3d	3		4a	4b	4c	4d	4e	4f	4		5
NORTHERN DIVISION—*continued.*								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.		Rs.
Surat Collectorate.																
Surat City	107,154	15	2,231	..	..	15	2,231	2,560	..	..	3,782	..	3,219	9,511		9,511
Bulsár	18,229	6	697	..	..	6	697	423	..	..	1,589	..	568	2,580		2,580
Ránder	9,416	1	282	..	..	1	282	282	..	..	1,256	..	91	1,629		1,629
Mándvi	4,744	5	329	..	..	5	329	130	..	..	1,574	..	..	1,704		1,704
Total	1,34,543	27	3,539	..	..	27	3,539	3,395	..	.	8,151	..	3,878	15,424		15,424
The Panch Mahdls.																
Godhra	13,342	5	601	..	..	5	601	365	..	..	2,501	..	..	2,866		2,866
Dohad	12,394	4	455	..	..	4	455	164	..	..	1,959	..	..	2,123		2,123
Total	25,736	9	1,056	..	..	9	1,056	529	..	..	4,460	..	..	4,989		4,989
Grand Total, Northern Division	483,332	110	16,451	..	..	110	16,451	14,662	..	..	45,715	1,694	10,912	72,983		72,983
SOUTHERN DIVISION.																
Dhárwár District.																
Dhárwár	26,520	11	1,289	..	..	11	1,289	1,068	..	24	4,154	..	2,207	7,473		7,473
Hubli	30,077	12	2,030	..	..	12	2,030	1,390	..	..	4,010	..	2,568	7,977		7,977
Gadag	17,001	6	617	..	..	6	617	641	.	..	1,062	..	1,093	2,796		2,796
Naregund	7,874	4	281	..	.	4	281	211	..	..	718	..	632	1,561		1,561
Byádgi	4,116	1	203	1	21	2	224	111	..	..	385	..	339	835		835
Havori	5,052	3	286	1	25	4	311	285	..	..	514	..	527	1,326		1,326
Navalgund	7,810	3	239	..	..	3	239	177	..		482	..	545	1,204		1,204
Ránibennur	10,202	5	541	1	14	6	535	393	..	16	733	..	673	1,815		1,815
Total	118,852	45	5,466	3	60	48	5,526	4,305	..	40	12,058	.	8,58	24,987		24,987
Belgaum District																
Belgaum	23,115	6	1,061	..	.	6	1,061	939	..	..	2,238	..	1,713	4,890		4,890
Athni	11,186	4	422	1	56	5	478	397	.	6	1,114	..	715	2,232		2,232
Gokák	10,307	5	449	1	29	6	478	495	104	..	530	532	824	2,485		2,485
Nipáni	9,777	3	429	1	26	4	455	302	..	..	907	.	457	1,726		1,726
Saundatti	7,133	2	355	1	48	3	403	244	382	3	316	255	629	1,829		1,829
Yamkanmardi	4,960	1	284	1	27	2	311	254	.	..	301	..	208	763		763
Total	66,478	21	3,000	5	186	26	3,186	2,631	486	9	5,466	787	4,546	13,925		13,925
Bijápur District																
Bijápur	11,424	8	564		..	8	564	482	..	..	2,302		..	2,784		2,784
Bágalkot	12,850	7	478	1	60	8	538	581	..	..	2,275		.	2,856		2,856
Ilkall	9,574	4	344	..		4	344	221	..	..	581		439	1,241		1,241
Kaládgi	7,024	2	118	..	..	2	118	81	..		210	..	350	641		641
Total	40,872	21	1,499	1	60	22	1,559	1,365		..	5,368	..	789	7,522		7,522
Kánara District.																
Kárwár	13,761	10	911	1	17	11	928	359	275	..	2,205	1,000	1355	5,194		5,194
Kumta	10,029	6	626	1	29	7	655	327	188	..	568	700	959	2,692		2,692
Sirsi	5,633	5	539	1	68	6	607	362	27	.	1,564	..	851	2,804		2,804
Haliyál	5,527	4	692	1	13	5	705	134	56		483	900	809	2,382		2,382
Total	35,550	25	2,768	4	127	29	2,895	1,182	496	..	4,820	2,600	3,974	13,072		13,072
Grand Total, Southern Division	268 752	112	12,733	13	433	125	13,166	9,483	982	49	27,712	3,387	17,893	59,506		59,506

DIX L.—*continued.*

ALL OTHER SCHOOLS AIDED BY MUNICIPALITIES OR THE DEPARTMENT OR RECOGNIZED BY THE DEPARTMENT AS EFFICIENT						GRAND TOTAL.									REMARKS
NUMBER OF SCHOOLS AND SCHOLARS						SCHOOLS.			SCHOLARS						
Primary Schools		Secondary Schools		Total.											
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Boys'.	Girls'.	Total.	Boys.	Girls.	Total.	Increase or Decrease of Schools over previous year.	Increase or Decrease of Scholars over previous year.	Percentage of Scholars to Population.	
6a	6b	6c	6d	6		7a	7b	7	8a	8b	8	9	10	11	12
22	1,651	6	1,136	28	2,787	30	13	43	4,124	894	5,018	..	..	4 68	
2	119	1	171	3	290	7	2	9	844	143	987	..	..	7 46	
..	..	1	59	1	59	2	..	2	341	..	341	..	..	3 62	
..	..	..	..	..	..	4	1	5	283	46	329	..	..	6 98	
24	1,770	8	1,366	32	3,136	43	16	59	5,592	1,083	6,675	..	..	4 96	
..	..	1	51	1	51	5	1	6	530	122	652	..	..	4 88	
..	..	..	..	..	.	3	1	4	406	49	455	..	..	3 67	
..	..	1	51	1	51	8	2	10	936	171	1,107	..	..	4 80	
48	4,003	24	3,573	72	7,076	141	41	182	20,186	3,841	24,027	..	..	4·96	
2	131	4	267	6	398	13	4	17	1,362	325	1,687	6	+99	6 3	
2	113	..	..	2	113	11	3	14	1,652	491	2 143	2	−115	5 8	
3	134	1	122	4	256	7	3	10	727	146	873	4	+110	5 1	
..	..	..	..	..	.	3	1	4	245	36	281	..	−43	3 5	
..	..	..	..	..	..	2	..	2	163	61	224	1	−75	5 4	
..	..	..	..	..	..	3	1	4	230	81	311	1	−10	5 5	
..	..	..	..	..	..	2	1	3	187	52	239	..	−73	3	
..	..	..	..	..	..	5	1	6	404	131	535	1	−45	5 2	
7	378	5	389	12	767	46	14	60	4,970	1,323	6,293	15	−152	5 4	
5	398	7	668	12	1,066	14	4	18	1,842	285	2,127	12	+1,014	9 2	
.	..	..	..	..	..	4	1	5	418	60	478	1	−49	4 2	
..	..	..	..	..	.	5	1	6	428	50	478	1	−170	4 6	
..	..	..	..	..	..	3	1	4	395	60	455	1	+10	4 6	
..	..	..	..	..	..	2	1	3	315	88	403	1	−56	5 7	
..	..	..	..	..	..	2	..	2	281	30	311	1	+16	6 2	
5	398	7	668	12	1,066	30	8	38	3,679	573	4,252	17	+765	6 3	
..	..	..	..	..	..	6	2	8	496	68	564	1	−13	4 9	
.	..	..	..	..	..	7	1	8	464	69	533	1	−22	4 1	
..	..	..	..	..	..	4	..	4	329	15	344	..	−15	3 5	
..	..	..	..	..	..	2	..	2	118	..	118	−1	−42	1·6	
	..			..	..	19	3	22	1 407	152	1,559	+1	−92	3·8	
..	..	..	..	..		9	2	11	728	200	928	1	−203	6·7	
..	..	..	..	..		6	1	7	497	158	655	1	−57	6·1	
.	..	..	..	..	..	5	1	6	467	140	607	1	−1	10 7	
..	..	..	..	..	..	4	1	5	568	137	705	1	−20	12 7	
	..	..	..	..	..	24	5	29	3,260	635	3,895	+4	−371	8 1	
12	776	12	1,057	24	1,833	119	30	149	12,316	2,683	14,999	+37	+150	5·7	

Collectorate.	Name of Municipal Town.	Population in 1881.	SCHOOLS MAINTAINED BY THE MUNICIPALITIES ON THE CONTRACT GRANT, I.E., ON THE GOVERNMENT GRANT OF ONE THIRD OF THE TOTAL COST.														Expenditure on Schools.
			Number of Schools and Scholars.						Receipts.								
			Primary Schools.		Secondary Schools.		Total		Fees.	Municipal Cess.	Miscellaneous.	Municipal Grant	Extra Grant of Cess from District Board.	Fixed Provincial Grant.	Total.	
			Schools.	Scholars.	Schools	Scholars.	Schools.	Scholars.								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
	Sind.															
Karáchi.	Karáchi	73,560	13	1,164	..	..	13	1,164	1,608	220	..	5,479	..	1,620	9,017	9,017
	Schwan	4,524	1	83	1	45	2	128	174	13	..	288	300	555	1,330	1,330
	Bubak	2,836	1	102	..	..	1	102		50	..	680	300	..	1,030	1,030
	Dádú	2,270	1	67	..	..	1	67	..	10	..	468	.	.	47	478
	Mánjhand	2,554	2	115	..	..	2	115		41	..	202	78	222	543	543
	Kotri	8,922	3	178	1	55	4	230	111	23	..	1,897	..	1,086	3,117	3,117
	Tatta	6,830	3	383	..	..	3	383	208	20	..	2,908	..	.	3,196	3,196
	Keti Bandar	2,141	1	53	..	..	1	53	..	11	..	465	..	..	476	476
	Mirpur Batoro	3,102	1	75	..	..	1	75	..	31	..	292	..	210	533	533
	Total ..	108,830	26	2,217	2	100	28	2,317	2,251	419	..	12,679	678	3,693	19,720	19,720
Hyderabad.	Hyderabad ..	48,155	13	1,286	..	..	13	1,286	676	..	..	6,836	..	3,963	11,475	11,476
	Tando Muhammad Khán	3,281	2	114	..	..	2	114	..	..	..	396	..	336	732	732
	Tando Allâhyar	4,170	1	84	..	..	1	84	..	..	..	985	..	178	1,163	1,163
	Tando Adam	4,253	1	70	1	12	2	82	2	..	..	1,410	..	294	1,706	1,706
	Nasarpur	3,209	3	273	..	..	3	273	..	..	..	..	..	.	.	..
	Hála	3,907	1	98	..	..	1	89	..	..	..	694	..	170	864	864
	Matári	5,054	1	60	..	..	1	60	..	..	..	867	..	148	1,015	1,015
	Shâhdádpur	2,008	1	15	..	..	1	15	..	..	..	248	..	..	248	248
	Moro	2,067	1	89	..	..	1	98	..	..	..	552	..	..	552	552
	Naushâhro	3,110	1	164	.	..	1	164	..	..	..	609	..	186	795	795
	Bhiria	2,488	1	131	..	.	1	131	17	..	..	715	..	242	974	974
	Thâru Shâh	2,234	1	92	1	53	2	145	167	..	..	1,253	..	.	1,420	1,420
	Kandiáro	2,367	1	162	..	..	1	162	11	..	..	469	..	118	598	598
	Total ..	86,425	28	2,638	2	65	30	2,703	873	.	..	15,084	..	5,630	21,587	21,587
Shikárpur.	Shikárpur	42,400	11	2,015	.	..	11	2,015	494	..	..	4,417	..	2,923	7,834	7,834
	Garhi Yásin	5,541	1	87	1	18	2	105	49	..	..	1,049	..	310	1,408	1,408
	Ghotki	3,246	1	50	.	..	1	50	.	..	..	268	..	179	447	447
	Rohri	10,221	2	303	1	98	3	401	409	..	.	2,996	..	874	4,279	4,279
	Sukkur	27,35	3	416	1	214	4	630	901	.	..	5,353	..	1,974	8,258	8,258
	Lárkhána	13,188	4	379	1	113	5	492	477	.	..	3,273	..	1,952	5,702	5,702
	Kambar	6,133	1	95	..	..	1	95	23	.	..	337	.	314	674	674
	Ráto dero	3,17	2	93	..	..	2	93	..	..	..	630	..	245	875	875
	Mehar	1,944	..	..	..	..	..	..	..	..	..	..	..	312	312	312
	Total .	113,325	25	3,438	4	443	29	3,881	2,353	..	.	18,753	..	9,083	29,789	29,789
Upper Sind Frontier.	Jacobabad	11,352	5	209	1	34	6	243	..	.		2,168	..	1,212	3,380	3,380
Thar and Parkar.	Umarkot	2,828	1	112	1	23	2	134	..	..	.	2,658	..	389	3,047	3,047
	Nagar Párkar	1,773	1	102	..	..	1	102	..	..		828	..	110	938	938
	Mitti	2,594	1	190	..	.	1	190	..	..	..	526	..	224	750	750
	Total ..	7,195	3	404	1	22	4	426	..	..	..	4,012	..	723	4,735	4,735
	Grand Total, Sind .	3,27,131	87	8,906	10	664	97	9,570	5,477	419		52,246	678	20,341	79,161	79,161
	Grand Total, Presidency.	19,27,101	578	67,202	64	2,238	642	69,440	50,887	1,652	612	171,312	15,272	82,798	323,539	323,874

DIX L—*continued.*

ALL OTHER SCHOOLS AIDED BY THE MUNICIPALITY OR THE DEPARTMENT OR RECOGNISED BY THE DEPARTMENT AS EFFICIENT.								GRAND TOTAL.						Increase of Schools over previous years.	Increase of Scholars over previous years	Percentage of Scholars to Population.	REMARKS.
NUMBER OF SCHOOLS AND SCHOLARS.								Schools.			Scholars.						
Primary Schools.		Secondary Schools.		Special Schools.		Total.											
Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.	Boys.	Girls.	Total.	Boys.	Girls.	Total.				
18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35
8	1,357	8	801	1	(14)	17	2,158 (14)	21	9	30	2,829 (14)	493	3,322 (14)	6	794 (2)	4·52	
..	..	..	..	..	..	..	..	2	..	2	128	..	128	..	..	2·83	
..	..	..	..	..	..	..	..	1	..	1	102	..	102	..	..	3·60	
..	..	..	..	..	..	..	..	1	..	1	67	..	67	..	..	2·95	
..	..	..	..	..	..	..	..	2	..	2	115	..	115	..	..	4·33	
..	..	1	23	..	..	1	23	4	1	5	228	25	253	..	..	2·84	
..	..	..	..	..	..	..	..	2	1	3	287	96	383	..	..	4·34	
..	..	..	..	..	..	..	..	1	..	1	53	..	53	..	3	2·48	
..	..	..	..	..	..	..	..	1	..	1	75	..	75	..	5	2·42	
8	1,357	9	824	1	(14)	18	2,181 (14)	35	11	46	3,884 (14)	614	4,498 (14)	6	802 (2)	4·13	
11	1,242	7	443	..	..	18	1,685	24	7	31	2,409	562	2,971	..	52	6·17	
..	..	..	..	..	..	..	..	2	..	2	114	..	114	..	.	3·47	
..	..	..	..	..	..	..	..	1	..	1	84	..	84	.	..	2·01	
2	44	..	..	..	..	2	44	3	1	4	107	19	126	1	25	2·96	
..	..	..	..	..	..	..	..	2	1	3	251	22	273	..	..	8·52	
..	..	..	..	..	..	..	..	1	..	1	89	..	89	..	..	2·24	
..	..	.	..	..	..	..	..	1	..	1	60	..	60	..	..	1·19	
..	..	..	..	..	..	..	..	1	.	1	15	..	15	..	..	·73	
..	..	..	..	..	..	..	..	1	..	1	98	..	98	..	37	4·74	
..	..	..	..	..	..	..	..	1	..	1	164	..	164	..	17	5·27	
..	..	..	..	..	..	..	..	1	..	1	131	..	131	..	8	5·27	
..	..	..	..	..	..	..	..	2	..	2	145	..	145	..	..	6·48	
..	..	..	..	..	..	..	.	1	..	1	162	..	162	..	74	6·84	
13	1,286	7	443	..	..	20	17,29	41	9	50	3,829	603	4,432	1	213	5·13	
2	134	1	135	.	.	3	269	11	3	14	2,102	182	2,284	..	67	8·37	
..	..	..	..	..	..	..	..	2	..	2	105	..	105	..	..	1·89	
..	..	..	..	..	..	.	..	1	..	1	50	..	50	..	..	1·54	
1	47	..	..	..	..	1	47	3	1	4	411	37	448	..	21	4·33	
2	113	2	61	..	..	4	176	7	1	8	764	42	806	..	..	2·94	
..	..	..	..	..	..	..	.	4	1	5	442	50	492	..	37	3·73	
..	..	..	.	..		..	..	1	..	1	95		95	..	..	1·55	
..	..	..	..	..		..	..	1	1	2	77	16	93	..	..	2·03	
..	..		..	.	.	..	..	..	..	..	..	..	..	..	..	..	
5	293	3	109	..	..	8	492	30	7	37	4,046	327	4,373	..	125	3·85	
..	..	..	..	..		..	..	4	2	6	190	53	243	..	..	2·14	
..	..	..	..		.	..	..	2	.	2	134		134	..	..	4·73	
.	..	..	..	..	..	..	..	1	..	1	102	..	102	..	17	5·75	
..	..	..	..	..	.	.	..	1	..	1	190	..	190	..	16	7·32	
..	..	..	..	..		..	..	4	..	4	426		426	..	33	5·92	
26	2,986	19	1,466	1	(14)	46	4,402	114	29	143	12,375	1,507	13,972	7	1,173	4·27	
231	14,048	94	11,109	8	276	333	26,423	787	188	975	82,053	13,810	95,863	..	.	..	

APPENDIX M.

Results of Instruction in Government and Private Schools in point of quality as shown by the numbers passed under different Standards.

I.—Standards for European and Eurasian Schools.

Aided Schools.

Number of Scholars passed

Class of Schools	Number of separate Schools examined.	Average attendance of Schools examined	Total number of Scholars examined under the Standards	Standard I. Arithmetic	Standard I. Reading.	Standard I. Writing.	Standard I. Needle-work.	Standard I. Passed in all Heads	Standard II Arithmetic	Standard II Reading.	Standard II Writing	Standard II Geography.	Standard II Needle-work.	Standard II Passed in all Heads
High Schools. Boys' ..	6	1,747	1,288	220	218	210	6	177	250	208	298	247	2	175
High Schools. Girls' .	8	585	476	84	84	84	74	82	109	100	110	100	99	88
Middle Class Boys' Schools	11	609	419	136	126	122	12	118	123	119	130	118	14	110
Do Girls' Schools	13	592	487	176	168	164	149	154	119	115	120	115	112	107
Do Mixed Schools	1	16	14	2	3	8	1	2	2	2	2	2	1	2
Total	39	3,549	2,684	618	599	583	242	533	608	544	656	582	228	482

Class of Schools	Standard III. Arithmetic	Standard III. Reading and Repetition	Standard III. Writing	Standard III. Geography.	Standard III. Needle-work	Standard III. Passed in all Heads	Standard IV. Arithmetic	Standard IV. English.	Standard IV. Writing	Standard IV. History and Geography	Standard IV. Needle work	Standard IV. Passed in all Heads
High Schools. Boys'	247	212	232	234	14	170	96	118	147	128	7	51
High Schools. Girls'	99	96	97	100	97	81	63	64	57	56	63	38
Middle Class Boys' Schools	61	57	69	71	10	45	39	42	42	26	4	22
Do Girls' Schools	91	88	89	91	83	79	49	46	50	42	50	34
Do Mixed Schools	4	4	3	4	3	3	1	1	1	..		..
Total	502	457	490	500	207	378	248	271	297	252	124	145

Class of Schools	Standard V. Arithmetic.	Standard V. English	Standard V. Writing	Standard V. History and Geography	Standard V. Needle-work.	Standard V. Passed in all Heads	Standard VI. Arithmetic	Standard VI. English.	Standard VI. History and Geography.	Standard VI. Second Language.	Standard VI. Needle work.	Standard VI. Passed in all Heads
High Schools. Boys'	102	107	120	80	7	48	41	50	47	65	5	26
High Schools. Girls'	36	35	39	40	39	28	15	21	20	19	21	14
Middle Class Boys' Schools	15	8	17	10	1	7	8	8	7	7	3	6
Do Girls' Schools	13	17	18	14	13	11	9	13	12	9	10	5
Do Mixed Schools	1	2	3	..	1	..	..	1	..	1		
Total	167	169	197	144	61	94	73	193	86	101	39	51

Class of Schools	Standard VII Arithmetic	Standard VII English.	Standard VII History and Geography	Standard VII Second Language	Standard VII Needle-work	Standard VII Passed in all Heads.	Standard VIII. Arithmetic.	Standard VIII. English.	Standard VIII. History and Geography.	Standard VIII. Second Language.	Standard VIII. Needle work.	Standard VIII. Passed in all Heads.
High Schools. Boys'	19	18	15	17	.	11	18	19	16	16	3	10
High Schools. Girls'	15	16	17	14	17	11	12	14	15	12	12	9
Middle Class Boys' Schools	.	..	..		.		..			..	.	..
Do Girls' Schools	4	4	4	2	4	2		.		..	..	..
Do Mixed Schools	..						.	..	.		..	..
Total	38	38	36	33	21	24	30	33	31	28	15	19

II.—STANDARDS FOR ANGLO-VERNACULAR SCHOOLS.

Government, Aided and Inspected Schools.

Class of Schools.	Number of separate schools examined.	Average attendance of schools examined.	Total number of schools examined under the Anglo-Vernacular Standards.	Standard I. Arithmetic.	Standard I. Vernacular.	Standard I. History and Geography.	Standard I. English.	Standard I. Needle-work.	Standard I. Passed in all Heads.	Standard II. Arithmetic.	Standard II. Vernacular.	Standard II. History and Geography.	Standard II. English.	Standard II. Needle-work.	Standard II. Passed in all Heads.
High Schools (Boys') ..	38	10,295	8,385	851	845	799	859	..	531	941	929	868	818	..	619
Do. (Girls') ..	1	52	13	11	9	14	11	..	9	3	3	3	4	..	2
1st Grade Anglo-Vernacular Schools ..	70	5,875	4,958	1,571	1,436	1,408	1,505	..	1,061	1,192	1,104	1,097	1,057	..	790
2nd Grade Anglo-Vernacular Schools ..	143	3,583	3,347	1,327	1,222	1,134	1,187	..	905	810	791	731	700	–	563
Middle Class Girls' Schools ..	13	141	126	59	67	40	54	52	31	22	22	19	19	19	16
Total	265	19,951	16,829	3,819	3,579	3,395	3,616	52	2,537	2,968	2,849	2,718	2,598	19	1,990

Class of Schools.	Standard III. Arithmetic.	Standard III. Vernacular.	Standard III. History and Geography.	Standard III. English.	Standard III. Needle-work.	Standard III. Passed in all Heads.	Standard IV. Mathematics.	Standard IV. Vernacular.	Standard IV. Classics.	Standard IV. History and Geography.	Standard IV. English.	Standard IV. Needle-work.	Standard IV. Passed in all Heads.
High Schools (Boys') ..	919	975	907	895	..	628	1,472	936	1,378	1,402	1,392	..	903
Do. (Girls') ..	..	..	..	..	..	..	..	..	..	..	..	..	..
1st Grade Anglo-Vernacular Schools ..	1,019	982	914	894	..	715	234	133	140	204	229	..	150
2nd Grade Anglo-Vernacular Schools ..	507	464	434	408	..	352	48	23	22	40	48	..	35
Middle Class Girls' Schools ..	14	14	15	12	10	8	2	2	2	2	2	2	2
Total	2,459	2,385	2,270	2,209	10	1,703	1,756	1,094	1,542	1,648	1,671	2	1,090

Class of Schools.	Standard V. Mathematics.	Standard V. Vernacular.	Standard V. Classics.	Standard V. History and Geography.	Standard V. English.	Standard V. Needle-work.	Standard V. Sanitary Primer.	Standard V. Passed in all Heads.	Standard VI. Mathematics.	Standard VI. Vernacular.	Standard VI. Classics.	Standard VI. History and Geography.	Standard VI. English.	Standard VI. Needle-work.	Standard VI. Passed in all Heads.
High Schools (Boys') ..	1,053	698	912	1,010	961	..	222	535	723	498	637	768	729	..	406
Do. (Girls') ..	..	..	..	..	..	..	..	..	..	..		..	..	..	..
1st Grade Anglo-Vernacular Schools ..	71	49	43	54	59	..	14	37	10	8	12	8	16	..	5
2nd Grade Anglo-Vernacular Schools ..	2	3	..	2	3	..	..	2	..	..	..	..	..	..	..
Middle Class Girls' Schools ..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
Total	1,126	750	955	1,066	1,023	..	236	574	733	506	649	776	745	.	411

(Columns from Standard I to Standard VI are headed: Number of Scholars passed under Anglo-Vernacular Standards.)

III —Standards for Vernacular Schools

Government, Aided and Inspected Schools

Class of Schools	Number of separate Schools examined	Average attendance of Schools examined	Total number of Schools examined under the Standards	Number of Scholars passed																																		
				Standard I					Standard II						Standard III						Standard IV						Standard V						Standard VI							
				Multiplication Tables	Bārākhadi	Reading	Needle work	Passed in all heads	Arithmetic	Reading.	Writing	Knowledge of what a map is.	Needle work	Passed in all heads	Arithmetic	Reading	Writing	Geography	Needle work	Passed in all heads	Arithmetic	Reading	Writing	History and Geography	Needle work	Passed in all heads	Arithmetic	Reading	Writing	History and Geography.	Needle work	Passed in all heads	Arithmetic	Reading	Writing	History and Geography	Needle work	Sanitary Primer	Passed in all heads
Primary Schools. Boys'	5,599	3,44,693	1,95,187	47,906	39,240	30,546	8	42,582	39,738	38,743	41,776	35,605	28	29,934	28,463	29,211	30,550	28,306	28	21,308	18,396	18,177	21,209	15,268	15	13,074	8,714	8,547	10,141	8,106	..	6,202	2,313	2,518	2,709	2,230	8	669	1,538
Do Schools. Girls'	401	15,425	9,088	3,162	2,807	3,067	167	2,749	1,761	1,913	1,965	1,121	861	1,397	1,054	1,180	1,128	1,149	1079	823	005	694	674	618	632	468	170	186	199	166	189	135	64	77	73	64	74		54
Police Schools .	13	327	319	45	49	20	..	43	48	52	48	29	..	36	43	53	46	29	..	31	2	1	4	2		1	..	.	..	..	..	..	..	..	..	..	..		..
Primary Indigenous Boys' Schools	425	10,179	6,347	2,145	1,452	970	.	1,648	1,371	1,411	1,348	688	..	863	634	672	700	404	..	332	209	225	263	121	..	112	33	37	38	20	..	18	2	3	3	2	..	..	2
Do Schools Girls'	1	15	15	8	7	7		7	5	4	4	4		4	..		..			..	..	.	..	.	..	.			..	..	..	..	.	..	..	.	..	..	..
Night Schools ..	155	3,085	2,153	606	549	450		496	338	353	328	59	..	206	185	200	197	89	.	100	42	54	52	20	..	29	7	12	14	1	..	1	8	13	9	3		..	2
Total ..	6,594	2,73,724	2,13,009	53,872	44,104	35,060	195	47,525	43,261	42,476	45,463	37,506	889	32,440	30,379	31,316	32,621	29,971	1107	22,594	19,254	19,151	22,202	19,029	647	13,684	8,924	8,782	10,392	8,296	189	6,256	2,387	2,611	2,784	2,289	89	659	1,696

APPENDIX N.

Extracts from the reports of the Educational Inspectors.

Physical Education.

Central Division.

Mr. Wáman Abáji Modak, Principal of the Elphinstone High School, reports that "more and more interest is being felt by boys in this matter, and last year there were several cricket and walking matches. We have also been able to provide a Lawn Tennis Court for the use of masters and senior boys." The gymnasium attached to the Poona High School continues its usual popularity. At Sátára the High School gymnasium and the play-ground are, I was glad to hear, becoming more popular. The Ratnágiri High School gymnasium is in excellent condition, and the boys favoured me with a spirited performance on the occasion of my visit. This department of the High School has lost a friend in the lamented Mr. C. B. Izon who paid an allowance for milk to the young athletes to the day of his death. The Thána High School gymnasium is gradually making progress, but the Head Master observes: "Poverty, however, prevents many boys from benefiting themselves from this useful institution as they are not able to take milk, the only kind of animal food which the high caste Hindus can use." He also observes: "some boys of the school have organized a cricket club and we frequently see in the evening groups of boys engaged in the game on the Esplanade or Maidán in front of the Thána Fort." The Sholápur High School still continues without a gymnasium, but all preliminary arrangements have been made and the work of building will be carried on with vigour. The proposed building will cost Rs. 916 (Rs. 458 from popular contribution and Rs. 458 from Provincial contribution). The gymnasium attached to the Poona Training College continues to work satisfactorily. Gymnastics constitute a formal head of the College curriculum. The students practise daily and are individually examined and given marks in the subject at the College examination for certificates. No provision exists for gymnastic exercise in any of the first Grade Anglo-vernacular Schools in the Central Division except the Poona Camp School. The gymnasium connected with this school continues to work well. At present 23 boys of the school and 9 from other schools in the Camp take advantage of the institution, which is maintained by special fees and donations which enable it to pay its way with ease. As a general rule the gymnasium is not considered indispensable to the equipment of the aided High or Anglo-Vernacular schools; but in some cases the Government model has been followed with more or less success. The New English School at Poona has had the wisdom to provide for physical education from the beginning, though the milk difficulty confines the benefits of the gymnasium to a minority. I found a good gymnasium intelligently worked at Alibág in connection with the Free Church Anglo-Vernacular School, and in Bombay the Bombay High School deserves mention as an aided High School which is alive to its responsibilities in this particular. As regards the gymnasia connected with vernacular schools I am glad to report that the institution is gradually making its way in the appreciation of the people. In the Poona Collectorate I have to report one new gymnasium at Kalthan which has made a good beginning. The masters of the schools at Chákan and Bhigwan have laid out gardens in connection with their schools. In the course of the current year the Deputy has arranged to start gymnasia and play-grounds in connection with several of the more flourishing schools. Gymnastic exercises are in great favour in the Sholápur Collectorate. No less than 40 schools are provided with malkhambs or climbing poles and jodis or Indian clubs either from popular contributions or from local funds. Mr. Chappel, the Assistant Collector, has greatly stimulated the taste for physical education wherever he has visited the schools, and a great advance in the subject is due to his exertions. In six schools regular instruction in gymnastics is given and four schools have flower-gardens attached which are looked after by their masters. The benefits and attractions of a little flower-garden in the small compound are directly getting known, and in a short time the absence of such will be the exception. In Sátára the gymnasia and play-grounds continue much the same as last year. With regard to the Ratnágiri District I am again unable to report any progress either as regards direct physical education or gardening. Want of means at the disposal of the department and the poverty of the people must again be pleaded for this stagnation in regard to this branch of educational activity. As regards the Thána District things are in much the same state as last year. The Deputy Inspector found gymnasia in good working order in about six places, but, as a rule, proper provision is altogether wanting or unsatisfactory. About half a dozen schools have good play-grounds, but whilst we now consider this necessity in selecting sites for new schools many of the old buildings are so situated as to make an adjacent play-ground impossible. The Deputy's report of this year holds out some hopes of progress in physical education as regards Kolába. The apathy which has hitherto prevailed in the matter appears to be giving way and in several places the interest in physical education is taking the practical form of subscribing for a gymnasium or apparatus. Masters have been directed to pay special attention to this subject during the current year. On the whole 25 schools have been provided with gymnastic apparatus worth Rs. 459, and 6 were provided with gardening tools and a supply of water. When gymnastics are first introduced into a school it is thought best to leave the nature of the exercises to the taste and discretion of the master, and the first start is almost invariably made with the native games of kho-kho and chendu-dándu and with simple running, jumping, &c., and as things go on, the more elaborate movements are introduced. Seven new gardens have been started during the year under report. In regard to all districts the general principle on which the Deputy Inspectors act is to encourage by every means in their power anything whether gymnasium or garden which will give

boys and teachers healthy exercise and lead them to take an interest in external nature. Gardens and flowers are found to re-act upon the work of the school-room and to make it more truly education. With regard to the island of Bombay I have merely to report the remarks made in previous reports that no play-grounds or gymnasia are attached to any of the Maráthi or Gujárati Vernacular Schools. No material progress has yet been made in the transfer of the primary schools to the Municipal Corporation of the city, and all questions connected with large improvements to the buildings, &c., of such schools are necessarily in abeyance pending the settlement of the new Municipal Act. Neither in Bombay nor in the next greatest educational centre in my Division, *viz.* Poona, is there a single elementary school house belonging to the public with proper equipment such as might serve as a model, and though the circumstance is capable of explanation it cannot be denied that it is a matter for regret if not for reproach.

North-East Division.

In the Dhulia and Ahmednagar High Schools and the Amednagar First Grade School very satisfactory progress has been made in gymnastics. Boys not only perform native games cleverly but are also fairly acquainted with the use of parallel and horizontal bars. I was present at the gymnastic games at both these place and found boys going through the exercises with energy and alacrity. The Deputy Inspector of Khándesh reports that the gymnasia at Táloda, Sháháda, Chálisgaon, Nizámpur and Chápáner are progressing satisfactorily. In this district no sufficient impetus appears to have been given to physical instruction in vernacular schools as in Násik and Ahmednagar. In the Násik District several schools are supplied by the villagers with simple gymnastic apparatus such as malkhámbs, jodis, &c., and in about 54 schools nearly 700 boys go through gymnastic exercises. The Deputy Inspector and his Assistant found boys at Pátna Dábhádi, Sayagaon and Sávargaon to be particularly trained in malkhámb feats. In Ahmednagar much progress has of late been made in this respect, and in about 76 schools 535 boys take advantage of this sort of education. The Deputy speaks very highly of the feats performed in the schools at Belápur, Kanhur and Vámbori.

Northern Division.

Government, in paragraph 16 of their Resolution on the annual report for last year, note the little attention that is paid to physical education by boys attending our schools.

In this Division considerable attention has been paid to this subject for several years, and an increase in the number of schools supplied with apparatus is annually chronicled. Lack of funds is, as usual, the main cause which prevents our progress from being more rapid.

I have recorded elsewhere the excellent manner in which the Training College students perform their gymnastic exercises. Both these Colleges have sufficient apparatus and trained teachers. Of the 11 High Schools 4 are provided with pucka built gymnasia, and 5 others have apparatus erected in the open air. Many High Schools support cricket clubs, and the Rájkot High School and Training College have flourishing football clubs. The Anglo-Vernacular Schools are generally deficient as regards gymnasia, but some in Native States as at Limdi and Nándod are excellently supplied.

As regards primary schools, the supply of apparatus depends on the funds available, but in each Zilla something is annually done to supply the larger schools with a few simple articles such as clubs and parallel bars. All masters are also directed to encourage and supervise the playing at native games of all kinds, and in many cases do so, but a little pecuniary encouragement to them and the boys is much required. I have in some cases been able to make such provision, and I hope in the budgets for 1887-88 to set apart a small sum in all districts to be distributed to those schools whose performances are the best of the year.

I note very briefly the circumstances of each district as regards the provision for primary schools.

Ahmedabad.—Ten large schools have apparatus : in 58, native games are played : a small provision has been made in the current year for rewards and for the supply of apparatus to the larger schools.

Kaira.—Twelve large schools have apparatus, and games are played in many, but the Deputy Inspector has not given any precise number.

Panch Maháls.—Two schools are provided with apparatus, and native games are played in many.

Broach.—Fifty-four schools have apparatus, and games are played in nearly all schools.

Surat.—Three schools have apparatus and games are played in several schools.

Káthiáwár.—Fifty-two primary schools are supplied with apparatus.

Rewa Kántha.—The Nándod gymnasium is available for all the primary schools.

Mahi Kántha.—There are 3 gymnasia at Sádra, Idar and Ahmednagar.

Pálanpur.—Gymnasia exist at Rádhanpur and Pálanpur, and the States of that Agency have agreed to supply all large schools with apparatus in the current year.

There are thus 81 schools in the Zillas and 58 in Native States which are supplied with apparatus of some kind. I have no information as to Cutch. The total figure is 139 against 134 last year. I have myself seen very creditable performances done by boys in primary

schools, notably this year at Prántij and Nándod. It is however hard to expect much energy on the part of the teachers, or even of the boys while we have no means of rewarding and stimulating their exertions. The Deputy Inspectors are unanimous in their opinion that with a small expenditure very much more can be done in this direction, and I hope that by next year I shall have been able to offer the necessary encouragement, at least in British districts.

Masters are encouraged to create small gardens in the compound of their schools, but as a rule the encouragement given is only verbal, owing to lack of funds. The village people appreciate a garden, but not sufficiently as a rule to induce them to aid the master in his efforts. Sometimes a master gets the boys to help him in bringing water for the plants, but I have known this objected to by the people, not probably because they disliked their sons doing the work, but because the master had failed to make himself popular. Without water most village gardens can only flourish in the autumn and the cold weather. Under these difficulties it is satisfactory that any progress is made at all, and I should be glad if our funds permitted a small allotment for gardens.

In Ahmedabad 30 schools have gardens attached to them: in Kaira there are 17, but the Mehmadabad garden has been ruined by the withdrawal of the municipal grant for water. In Broach there are 8 gardens, and in Surat one only at Katargám.

In Native States there are often gardens attached to the schools, the Dárbárs being able to maintain them by village labour in a manner which cannot be adopted in British Districts. Thus in Káthiáwár gardens are not uncommon, and in the Mahi Kántha there are no less than 26 schools with gardens attached.

At present the walls of our primary schools are bare except in one or two cases, such as the girls' schools at Navánagar and Rájkot, where European ladies have hung them with bright pictures. Something has however been done to provide some wall pictures for the larger schools in Ahmedabad and the Panch Maháls, and among Native States in the Rewa Kántha, and I hope in the coming year to be able to make more extensive provision. I am not however satisfied with the wall pictures that are procurable in Bombay, and I should like to see a special Indian series drawn in the Sir Jamsetji Jijibhoy School of Art.

The record of efforts to adorn the village schools inside and out is a meagre one, but it is interesting as showing that this point has not been altogether neglected. Anything that can be done to make the school-house and the school-room interesting to the village people and the boys will not be labour thrown away, but so many more legitimate objects of expenditure exist that I cannot look forward to any general provision being made for wall pictures or for gardens.

Southern Division.

The gymnasium attached to the Rájárám College and High School at Kolhápur under two very competent teachers is the best institution of its kind in the Division, and I was very much pleased to see several boys go through a number of feats on the swinging ropes, ladder and malkhámb. The gymnasia attached to the Dhárwár Training College and High School continue to show satisfatory work. The Kárwár and Belgaum High Schools do something in this direction though they have no special teachers. Two pieces of land in the rear of the High School building at Belgaum were purchased during the year for a play-ground. The High School at Miraj, the English Schools at Sángli and Jamkhandi and the Training School at Kolhápur were given gymnastic teachers during the year, and a fair beginning has been made. The aided English School at Gadag has a large compound which can be utilized as a play-ground. Arrangements are being made to supply the school with the necessary gymnastic apparatus. The Kánarese and Maráthi Schools at Dhárwár have a common gymnasium under a special teacher, and boys work in it every morning. Ten more schools in the Dhárwar District have got small gymnasia attached to them and are doing good work under trained masters. Besides these a few more schools under trained masters have got malkhámbs and dumb-bells given by the villagers. The district has shown some activity in this matter, and Mr. Rodda hopes to do much more ere long. The Belgaum Deputy says that several school-masters in his district take their school boys out to play local games and that a few schools have been provided with gymnastic apparatus from popular contributions. The Bijápur and Kánara Deputies have no progress to report in connection with this important branch of education. The Sángli Deputy reports that some attention has of late been given to physical exercise in a few primary schools. The gymnasia attached to the 2nd Grade Anglo-Vernacular School at Laxmeshvar and Vernacular School at Shigali in Miraj are doing useful work. Every attempt is being made to encourage physical education in this Division as far as possible.

Sind.

Greater attention has been paid to physical education in all the High Schools than in previous years. The Karáchi High School easily bears off the palm in this respect. It possesses a flourishing cricket club, and a fairly good *eleven* which played several matches during the year. Regular intruction is also given in gymnastics, and on the occasion of the annual prize-giving it was shown that many of the boys had attained a very creditable degree of proficiency in their exercises. Fencing is also taught by a non-commissioned officer of a European Regiment. Cricket is also played with some degree of enthusiasm at Shikárpur, but at Hyderabad the boys appear to take but languid interest in their sports. In the schools there is but little progress to report. In the Karáchi District, thanks to the interest displayed by Mr. Alumal in the matter, we have gymnasia attached to two vernacular schools, and it is being arranged to provide one for a third. The boys are also encouraged to engage in native games and gymnastic feats after the native style.

APPENDIX O.

GOVERNMENT RESOLUTIONS.

Municipal Schools.

No. 1282 OF 1886.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 14th August 1886.

NOTIFICATION.

Rules laid down by Government under Section 24 of the Bombay District Municipal Act of 1873.

In accordance with the provisions of Section 24 of the Bombay District Municipal Act, 1873, the following rules prescribing the extent of the independent authority of Municipalities in respect of public education, and their relations with the Government Educational Department, which have been approved by Government, are published provisionally for general information, and will become absolute after one month from this date if there is no reason to the contrary :—

1. The powers and duties of every Municipality in respect of the establishment and maintenance of schools may, subject to the reservations and conditions hereinafter contained, and subject to such alterations as may from time to time be made under the authority of Government on this behalf, be delegated to a Committee, which shall be called " The Schools Committee," and shall be constituted according to the rules made under Section 32 of the District Municipal Act Amendment Act (Bombay II. of 1884).

2. The principles and system of school management, the course of instruction to be followed, and the rates of salary to be given to the various grades of masters in municipal schools, shall be those hitherto adopted, or which may hereafter be prescribed by the Educational Department under the authority of Government, for schools of a similar class. Provided that to meet local requirements, with the previous consent of the Director of Public Instruction, any Municipality may adopt such modifications as may be found to be necessary or expedient. In case of doubt as to the application of any principle or rule the decision of the Director of Public Instruction shall be followed subject to an appeal to Government, whose decision shall be final and conclusive.

Stipulation (a) para. 14 of Government Resolution No. 414, dated 23rd March 1882.

Government of India Resolution No. $\frac{10}{309}$ of 23rd October 1884, para. 38 :—" maintaining the essential principles of the Government system."

English Code, Section 86 :—
" The Department's decision in any case is final and conclusive."

3. Municipal schools shall, subject to the proviso in Rule 2, be provided for all castes and classes of the community, and shall be open to inspection and examination at all times by the Government Inspecting Staff. The Municipality shall in each case make suitable arrangements in communication with the Inspectors for the annual examination required by the Educational Department.

Government of India letter No. $\frac{5}{169}$, dated 19th June 1885, para. 3 :—

" The existing rule of admission, irrespective of caste, must of course be maintained."

Stipulation (c) and Section 7 (3) of English Act of 1870 :—
" The school shall be open at all times to the inspection of any of Her Majesty's Inspectors."

4. In the annual accounts of every Municipality rendered under Section 90 of the Bombay District Municipal Act, VI. of 1873, there shall be a separate section under the head " Education." A copy of this section shall be forwarded yearly to the Government Educational Inspector of the Division as soon as possible after the accounts have been audited and passed.

5. In this section shall be set forth in separate parts the accounts of receipts and expenditure,—

(1) for schools within the contract ;

(2) for schools not within the contract but maintained or aided from the Municipal Fund with or without a Government Grant ;

(3) for any other educational purposes not included in the above, but coming under Section 24, clauses (15), (16) or (21) of Act VI. of 1873.

In the accounts of receipts under part I. shall be shown separately,—

(*a*) the Government contract grant;

(*b*) the fee-receipts of schools within the contract;

(*c*) the sum assigned and paid to the Municipality under Section 47 of Bombay Act I. of 1884, which is to be expended on educational purposes under clause 2 of that section;

(*d*) any other contribution made by Government or by a Local Board, and any other income received by the Municipality for expenditure on or for the benefit of the said schools, or accruing from the said schools;

(*e*) the allotment made by the Municipality in the year of account from receipts of the Municipal Fund other than receipts under (*a*), (*b*), (*c*) and (*d*) for expenditure on or for the benefit of the said schools.

In the accounts shall be shown :—

(1) balance (if any) of receipts for previous years unexpended and carried forward;

(2) receipts and expenditure of the year of account under each head.

If the Municipality or the Local Board claim any part of the balance as having accrued to their funds, the Inspector will submit these claims to the Director of Public Instruction with his observations, and the Director of Public Instruction will decide whether these claims can be admitted wholly or in part.

6. The accounts of receipts and expenditure under Parts I., II. and III. shall otherwise be rendered in such detail as may be set forth in a form of account prescribed from time to time by the Governor in Council.

7. Every member of a school establishment who has been or may be transferred from the Educational Department, and who is in receipt of a salary which would entitle him to pension under the Government Uncovenanted Service Rules, shall be deemed to be an officer lent to the Municipality within the meaning of proviso (*j*) to Section 32 of the Bombay District Municipal Act Amendment Act of 1884, and in all questions relating to pension, leave and pay and acting allowances the rules from time to time in force for the Government Uncovenanted Service shall be applicable to such officer.

In municipal schools those persons only shall be employed who hold certificates of qualification recognized by the Educational Department or who are already in receipt of pensionable salaries under Government, so long as such teachers are procurable. It shall be incumbent on every Municipality engaging a teacher as aforesaid to make provision for his pensionary rights in accordance with the rules in this behalf from time to time prescribed by Government, and such teacher shall be deemed to be an officer lent to the Municipality within the proviso (*j*) to Section 32 of the Bombay District Municipal Act Amendment Act of 1884. In filling up places of non-pensionable pay the Municipality shall give the preference to those who have passed an examination qualifying for the Public Service, or who have been useful teachers.

Stipulation (*k*) of Government Resolution No. 414.

8. Subject to Rule 7 the appointment, promotion, punishment, suspension and dismissal of all members of the establishments of municipal schools shall rest with the Municipality or the Schools Committee to whom such power may be delegated : Provided that no officer in receipt of a salary exceeding ten rupees per month shall be dismissed or have his salary permanently reduced without the previous sanction of the Municipality.

9. In order that the less advanced Municipalities may be relieved of responsibilities which they are not yet prepared to bear, any such Municipality may apply to the Director of Public Instruction, and on such application the administration of its schools in the matter of appointment, promotion, punishment, suspension and dismissal of all members of the establishments of Municipal schools may be conducted by the Government Educational Department.

10. The scale of school-fees payable in municipal schools shall not be increased above or reduced below that existing at the time of the transfer of the said schools to the Municipality without the previous consent of the Director of Public Instruction. The rules of the Educational Department in force from time to time as regards free students shall be observed in the municipal schools.

English Act of 1870, Section 17 : "Every child shall pay such fee as may be prescribed by the School Board with the consent of the Education Department."

Government of India Resolution No. $\frac{10}{309}$, dated 23rd October 1884, para. 38.

11. Municipalities shall give full consideration to representations of the Educational Department as to the number, size, discipline and location of their schools, the transfer of school teachers, the schools to be aided by them, and all other departmental matters.

Stipulation (*i*) of Government Resolution No. 414 of 23rd March 1882.

12. With a view to the promotion of private schools and as an aid to the provision of the adequate system of primary instruction which is required by law, every Municipality shall keep a register of primary schools not included in the contract as Municipal schools, to be recommended by them from time to time for maintenance under the grant-in-aid system according to the Code of rules from time to time prescribed and published by Government, provided that a Municipality shall not interfere in any way with such schools as do not desire to receive aid or to be subject to its supervision.

Government of India Resolution No. $\frac{10}{309}$, of 23rd October 1884, para. 7 (10), and Government of India letter No. 32 3 B, dated 28th October 1884, para 2.

Government of India Resolution, No. $\frac{10}{309}$, dated dated 23rd October 1884, para. 7,

13. A detailed statement of all employés in municipal schools, with their salaries and all other items of recurring expenditure, shall be maintained by each Municipality and shall be at all times open to the inspection of the Government Educational Inspector.

Stipulation (*l*).

14. Every Municipality shall furnish without delay all returns, statistics, and any other information relating to municipal schools which may be called for by the Director of Public Instruction.

Stipulation (*o*) and English Act of 1870, No. 95—
"Every School Board shall make such report and returns and give such information to the Education Department as the Department may from time to time require."

By order of His Excellency the Right Hon'ble the Governor in Council,

W. WEDDERBURN,

Acting Chief Secretary to Government.

Technical Education.

No. 3 E. of 1886.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 15th September 1886.

RESOLUTION OF GOVERNMENT.

Government have for some time had under consideration the important subject of technical education in this Presidency. The practical questions that require to be considered appear to be such as the following :—

What are the classes which most require technical education, and are best fitted to receive it? What are the teaching agencies now at the disposal of Government, and how can they best be strengthened and developed so as to satisfy existing needs? What new agencies should be called into existence for the purposes either of teaching, examination, or control?

2. Before proceeding to consider these practical points it will be well to state briefly the views of Government on the general question.

Technical education cannot be better defined than it was by Mr. Scott Russell :—"It is necessary that each individual shall in his own special profession, trade, or calling, know more thoroughly its fundamental principles, wield more adroitly its special weapons, be able to apply more skilfully its refined artifices, and to achieve more quickly and economically the aims of his life, whether it be commerce, manufactures, public works, agriculture, navigation, architecture." Technical education aims at teaching the application of the principles of science and art to obtain certain results. Technical education is therefore entirely dependent on the previous acquisition of those principles. It is not a substitute for a good general education but an adjunct, and in its highest development it would even go beyond the University. In a certain sense a Technological Institute presupposes the acquisition of the B.Sc. Degree.

In the report of the Royal Commission of 1884, there is now available the fullest information regarding the history of the movement in Europe, and regarding the institutions which have there been found most effective. But in dealing with this information it must be borne in mind that the existing circumstances in Europe, and the objects there aimed at, are widely different from those in India. Thus in England there is an enormous wealth of manu-

factures, workshops and unorganized technical instruction already in existence, and the question is, how to organize, economize and improve it so as to meet the rivalry of the continent. The circumstances of India, it is obvious, are very unlike those of England. India is essentially an agricultural country, the agriculturists being hitherto in this Presidency for the most part small peasant-holders with little or no capital at their disposal; and under these circumstances it is not surprising that the scientific and manufacturing developments of the community are backward. It thus happens that except in Bombay, where certain industries are considerably developed, the experience obtained from Europe is not altogether applicable to this Presidency. At the outset it must be accepted that technical education cannot create manufactures; it forms merely the adjunct of good general education for the supply of skilled labour to the demand of capital which is an indispensable factor, and of the enterprising spirit which does not shun incurring the risk which attends such investments of capital. Technical schools create a directive power but the power must find at hand a sphere in which it is to be exercised. They aim also at counteracting the defects due to the specialisation of work which division of labour practically necessitates. The artificer cannot miss the larger grasp which theoretic knowledge must give a man who has acquired a mastery over a single detail of his craft. Technical education followed in Europe the existence of trades or crafts. In India there are a number of languishing crafts highly artistic in their nature, distinguished by a high degree of excellence in the disposition of form and colour and with a well marked individuality peculiar to the country. The first desideratum for reviving them is capital.

The prudent way of proceeding seems to be, by careful enquiry through local committees, to ascertain local and special wants, and to provide for these wants practically as they arise. This can best be done by developing the scientific element in existing institutions; and by encouraging the establishment of new aided institutions, which will be thoroughly in harmony with Indian society as it now exists, which will keep touch with native managers, foremen and artisans of all kinds as they are; improving them gradually, increasing their number, and developing their ingenuity and their taste. And in providing the organisation and equipment of such new institutions care must be taken to distinguish between two kinds of technical schools according as the object is (*a*) disciplinary or (*b*) professional. In the first the main principles are taught and tools common to several or all industries are merely utilised to illustrate what is taught; and the object in view is to give the pupil such preliminary training as shall enable him, when he afterwards selects his occupation and enters the workshop, to make much faster and more intelligent progress than he otherwise could have done. In the second the object is to teach one particular art or industry with such completeness that the pupil will be able, at the end of his training, to begin to practise it for a livelihood.

3. With these preliminary remarks the consideration of the practical questions stated at the commencement may be resumed. And with reference to the classes requiring technical education, the subject may be roughly divided into 3 branches, according as the teaching relates to (1) agriculture, (2) art industries, and (3) mechanical industries.

4. Taking these in their order, it may be at once decided that the College of Science at Poona shall be the central institution for the teaching of higher agriculture, local classes and schools being established to serve as feeders to the College. The College of Science already possesses an experimental farm, workshops with machinery, the apparatus for physical and chemical instruction, geological and botanical museums (to the latter a small botanical garden is attached), and a drawing school. And any further requirements should be granted which Dr. Cooke may show to be necessary in order to render the course of instruction in agriculture thoroughly efficient. The University has already given some encouragement to agriculture, and it is hoped that in due time degrees in agriculture may be granted which have recently been instituted by the University of Edinburgh. As regards the teaching which is to lead up to the College of Science, a difficulty exists in some districts in inducing the sons of actual cultivators to take advantage of scientific education; but the difficulty is not insurmountable, for in one or two of the farms attached to the High Schools most of the work has been done by the sons of "Kunbis." The efforts in this direction must be continued and increased in order to make this agricultural teaching both useful and attractive to the sons of actual cultivators. With a view to develop the agricultural side of the High Schools, or of founding purely agricultural schools, committees of influential agriculturists and others should be formed by Collectors and Deputy Educational Inspectors, and the matter placed before them in a practical light. Also Government would be prepared to give their aid if local committees were willing to start agricultural classes as an experiment. The first experiment should be made at Ahmedabad where a large number of intelligent and prosperous landowners are to be found. The above are the main lines upon which His Excellency in Council is at present prepared to take action; and the details should be worked out by the Director of Public Instruction in consultation with the Director of Agriculture and the Principal of the College of Science.

5. For the purpose of (2) art teaching this Presidency already possesses the Sir J. J. School of Art; and this institution should also be the centre of Government efforts in this branch of technical education. In his report No. 4929 of the 20th of November last the Acting Director of Public Instruction proposed large additions to the cost of the school, including 3 new Professors of wood-engraving and lithography, of painting, and of sculpture. He also sug-

ported a scheme proposed by Mr. Griffiths in his memorandum of 17th April 1880 for reviving certain branches of Indian art work. Mr. Griffiths says :—"For the teaching of these subjects (wood-carving, pottery, art metal work, embroidery, enamelling) which are truly Indian in their treatment, the plan which presents itself to my mind as being the most effectual in resuscitating and fostering the artistic processes which are now on the wane, is to procure the best native workman in his own special branch, giving him an atelier attached to the School of Art, fitted up in accordance with his special requirements. He should be paid a salary in addition to profits on sale proceeds for teaching a certain number of students who show an aptitude for his special craft. A sum should be allotted to each atelier for stipends and contingent expenses. It should be stipulated that the work produced be intrinsically beautiful both as regards finish and design." Government are not at present in a position to sanction the proposed additional professorships ; but something may be done at once in the direction of Mr. Griffiths' scheme, which appears to be an excellent and practical method of encouraging indigenous art. Mr. Griffiths should be requested to ascertain in which of the art industries above noted teachers can at present be obtained of special fitness for the purpose indicated ; and he should, through the Director of Public Instruction, submit proposals for starting this experiment without delay in one or more of these industries for which all the circumstances seem most favorable. In connection with the School of Art, rules involving a maximum expenditure of Rs. 10,000 per annum have recently been sanctioned for the encouragement of elementary drawing. These rules (published in the *Government Gazette* of the 22nd July last by Notification No. 1112 of 17th idem) provide for payment by results in grant-in-aid schools ; for annual grants to certificated school-masters and pupil-teachers who teach drawing in their schools ; and for prizes and certificates to those who produce drawings of the required standard and who pass in all the prescribed subjects. By bringing before the eyes of the people all that is best in painting and sculpture from the lowest decoration to its highest pictorial forms, Government will best promote arts both useful and æsthetic. The downward filtration theory is a true theory as applied to arts and industrial pursuits. The School of Art should fulfil this mission for the Presidency as it has been undertaken for the United Kingdom by South Kensington. Here also the beginning must be unpretentious.

6. There remain (3) the mechanical industries. And with regard to this subject the first question which arises is, whether a Technological Institute should be established ? After mature consideration His Excellency in Council has come to the conclusion that the time has not yet come to undertake such an ambitious scheme, even if the condition of the finances admitted of the large expenditure required to pay the staff of teachers, who in the first instance would have to be invited from Europe. At present the main object for effort must be to make science pure and simple at our Colleges more perfect than it now is. As yet the number of persons of sufficient scientific acquirements to avail themselves of the highest teaching of a Technological Institute is very small ; and it is clear that the most economical as well as the most effective way of giving them this training will be to assist them in attending the highly developed institutions of this class already existing in Europe. Thus, for example, a Bachelor of Science or a Licentiate of Civil Engineering of the University of Bombay, who already has a fair general though unapplied education in science, might be selected for a stipend with a view to more special instruction. He might first be sent to a cotton mill in Bombay to learn thoroughly its processes and necessities; and he might then go to England or Germany to undergo a full course of instruction in the special technical branches considered essential to a man of his profession. He would there frequent a Technological Institute and visit manufacturing centres, more especially those where the same manufacturing industries are carried out as in this Presidency. On his return he would be available as a Teacher of Applied Science, and would be valuable as an adviser to the managers of existing mills and to those desirous of starting fresh industries. In a similar way some of the mill-owners in Bombay might be induced to send to Europe a few of their practised native managers or foremen, after they had been trained here, to study their profession there technically at special schools. Assistance would be given to them by Government in carrying out such a project, from which great and lasting benefit would no doubt accrue to the mill industry.

7. Putting thus aside for the present the idea of a Technological Institute in this Presidency, the question for immediate consideration is, what instruction should be provided in the city of Bombay with a view to raise the scale of existing industries and prepare the way for other useful developments ? It appears to His Excellency in Council that what is required is an institution located in the district where the mills are and near the railway workshops, and that in this institution instruction should be given in such sciences as are necessary for the practical requirements of the managers and foremen on the one hand, and of the skilled artisans and operatives on the other. The illustrations of the lectures should be derived from processes with which the audience are familiar. The curriculum for boys who attend regularly with a view to become managers and foremen will have to be gradually developed and the methods to be followed in this part of the institution will have to be strictly defined, and the pupils admitted to it should pledge themselves not to leave until they have finished the full course, unless they can show special reasons for abandoning the school. Admission should follow on evidence being given that the boys have enjoyed primary education. Whether the curriculum should be full-time or half-time will depend upon the disposition made by employers of labour. If they are determined not to accept boys under a certain age and to give preference to boys who have attended as full-timers, it will be

possible to require a full-time attendance for a brief period and not half-time attendance for a longer period. Among the subjects suitable for instruction would be physics, practical mechanics, chemistry applied to arts, knowledge and sources of raw materials, nature of tools, dyeing and bleaching, drawing plans and designs, theory of colour and beauty, the manipulation of cotton, jute, wool and silk, their processes of manufacture and the art of finishing the same in woven fabrics, the construction and designs of steam and other engines. These subjects should not all be taught at starting but they may gradually be introduced. The object of such a school should be to give the students a grasp of scientific facts which they can readily apply to any trade. The reason why subjects should be taken in connection with surrounding industries is to attract pupils to the school and also to make visits to the mills profitable, and to get from the students teaching power for the artisans' evening classes, to which reference will presently be made. The object should not be lost sight of to make this institution a training school for managers and foremen of other industries as well as of those now in existence. The institution must not lose its disciplinary character or its adaptability to industries in general. Where special industries require special schools those interested should take steps to organise them with the help of local committees. The object of this institution will not be to put into the market the article of any industry but the workman fit to be employed in any industry.

8. For the skilled artisans and operatives there would be evening classes suited to their requirements. In order that the teaching may not be above their level it should begin very low, with reading and writing, arithmetic, geometry and drawing, and modelling in clay.

9. Such being the outline of the proposed institution, the next point for consideration has reference to its constitution and management. And on this point His Excellency in Council is clearly of opinion that the balance of advantages is in favour of its being started as an aided institution under the management of a competent and representative Committee or Board. By such an arrangement various difficulties of an administrative kind will be avoided; and the institution will be more elastic, for the native community will be directly connected with the experiment, and it will be easier in an aided institution to make such changes as the course of events may show to be necessary, than if the regulations were framed by Government and required to be revised by the same authority. Accordingly the Committee of the Ripon Memorial Fund, which has already taken up this subject, should be invited to co-operate in the scheme, and to undertake the establishment of this institution upon the assurance that it will receive from Government aid of a very substantial kind. For this purpose it is suggested that the Committee should form itself into an association for the promotion of technical education in the city of Bombay. This association would be recognized by Government, and would receive from Government the utmost possible aid on the principles enunciated in this Resolution.

10. His Excellency in Council would make it a condition that the Principal of the new institution should in the first instance be an English Technologist, and that Government should be represented on the Committee, which should be made thoroughly representative of all trades, industries, and handicrafts in the city. The managers of the mills, of the railway works, of the Dockyard, and of any other great works, as well as representatives of the smaller industries such as carriage-building, watch-making, engraving, embroidering, toy-making, not to mention jewellers and gunsmiths, should be placed on the Committee, and divided into Sub-Committees for each branch of the institution. Government should be represented by Dr. T. Cooke, Mr. T. B. Kirkham, Mr. M. C. Murzbán, Mr. K. D. Náigaumwálla, Mr. N. N. Wádia, and by one or more of the science-teachers in Bombay.

11. As the first step towards the practical organisation of the institution, Dr. Cooke, who has much knowledge and experience in these matters, should be requested to place himself in communication with the existing committee, and with their assistance to draw up a preliminary scheme, with courses of lectures in certain subjects, prizes and scholarships for the pupils who pass examinations in the subjects of the lectures, and rules for the selection and remuneration of the lecturers. The existing laboratories, collections, as well as Science-teachers in Government and Aided Colleges should be utilised for this purpose. Dr. Cooke should be asked to communicate with the various public bodies and societies in Bombay with a view to obtaining their co-operation and support. The Sassoon Mechanics Institute, the Mill Owners' Association, the Parell Mechanics Institute, the Students' Literary and Scientific Society, and other similar bodies will probably give assistance in furtherance of their own special objects. It may be hoped that the Municipality and the Railway Companies will contribute to make this scheme a success, and they should be duly represented on the Bombay Committee. The test of the success of the teaching will be whether the employers of labour appreciate its results, and whether the wage-earning classes avail themselves of these fresh opportunities.

12. It has been suggested that before the institution is formally opened an Industrial Exhibition should be held under the patronage of Government, when it is thought that the greater portion of the machinists and furnishers who supply the various mills and factories might be induced to send machines and other articles to the Exhibition with a view to eventually presenting the same to the institute. If the Principal is engaged at an early stage he could with his staff conduct the important work of managing the Exhibition, and this would give him time and opportunity to gain information and knowledge of the people, so that he would be in a better position to arrange his classes and select his pupils. This idea appears to be deserving of consideration.

13. In this new departure examinations will occupy a secondary position, because examinations are considered a corollary of good education but no sure test of it. The success of the scheme will depend on good teaching rather than on multiplicity of examinations. They will be a sequel to the education provided and not overrule it.

14. As regards the wants of the Mofussil in respect of industrial training, the main dependence must be upon the High Schools for elementary science and upon such institutions as local efforts may start with the aid of Government. The Aided Colleges at Ahmedabád and at Karáchi will in some respects be able to give powerful assistance to any movement which may contemplate a more widespread scientific education than these Colleges are intended to give. His Excellency in Council trusts that the opportunity which is given by the organisation of these Colleges and the new Madressch established by the National Mahomedan Association at Karáchi, to assist the development of technical education, will not be lost, and in the selection of a Principal for the Sind College and eventually for the Ahmedabad College, the selection should be made of a teacher capable of dealing with this problem. There will be Boards of management for these institutions and the Government representatives on them will be instructed to carry out as far as possible the views of Government as stated here. Places which as yet have no High School, such as Hubli, favourably situated for an independent technical school, might with advantage make a fresh departure and start an institution complete in itself and besides preparatory for the College of Science or the School of Art. All Government High Schools have for some years past been supplied with scientific apparatus for the teaching of elementary physics and chemistry to the senior pupils. His Excellency in Council is of opinion that this instruction has been useful so far as it extended, but that the time has now arrived for a thorough re-organization of the science instruction in High Schools with a view to secure the following objects:—(*a*) to make it both more thorough and more practical, (*b*) to secure a nucleus of real scientific work, sound as far as it goes in every High School, so as to discover the boys who have a special aptitude in that direction and pass them on to the Science and Art Colleges. These objects Government consider can best be attained by the appointment of a competent instructor in science to the staff of every High School, by the allotment of a certain number of scholarships, the minimum being two, for proficiency in natural science, and by making it the duty of the science-teacher to instruct the scholarship-holders and other pupils specially studying science, in the practical manipulation of the apparatus. The Director of Public Instruction should draw up rules to give effect to these principles, and the Educational Inspectors should be instructed, in reporting on High Schools, to devote a special paragraph in their reports to the state of the science instruction, the proficiency of the senior scholars and senior pupils studying science, and to the condition of the scientific apparatus. His Excellency in Council is also desirous that the scientific apparatus, which has been supplied at public cost, should under suitable conditions be made available for public instruction by means of popular lectures. The Director of Public Instruction should make arrangements for the offer of honoraria to competent science-lecturers, whether teachers in Government service or otherwise, who are prepared with courses of lectures on scientific and agricultural subjects, and especially on such as have a practical bearing upon any art or industry carried on in the particular neighbourhood. The lecture-room and apparatus of the High School and the assistance of the science-teacher of the High School should be placed at the disposal of the lecturer. A syllabus of the proposed course of lectures should in all cases be submitted for the previous approval of the Director of Public Instruction.

15. With regard to the subject of Drawing in High Schools the recent rules already referred to should be followed as far as they are applicable, but in addition His Excellency in Council directs that in every High School the Teacher of Drawing shall hold one class either in the morning or the evening, out of ordinary school-hours for the instruction of persons already engaged in arts or manufactures who may wish to improve themselves in drawing. In the absence of trial it is difficult to say what response may be expected on the part of the native artisan class, and Government would therefore wish that in the first instance the instruction to this class should be offered gratuitously. School-masters and teachers in adjacent schools should also be admitted to this class with a view that they may qualify themselves for teaching elementary drawing in their schools.

16. By means of these measures it is hoped that, without a formal bifurcation of studies in the High School, the modern side which has been prominent in this Presidency will be still further developed, so that all the advantages of bifurcation will be obtained without the attendant inconveniences and expense.

17. In primary education by selection of books referring to natural objects, to facts and principles of agriculture, by object lessons, by elementary wood-work and cardboard designs the pupils should have their constructive faculties developed. At the Training Colleges this factor of elementary teaching should be, as well as drawing, carefully kept in view by the Educational Department.

18. The subject of special industrial schools is not one which the Government are called upon to undertake. It is one for consideration of localities and trades. Their object is the improvement of the manipulative skill already existing by holding up for imitation and by encouraging a higher style of finish. Such schools would be of the greatest use to the sons of those handicraftsmen who carry on hereditarily special branches of manufacture The co-operation of these guilds should be secured before starting such schools. At present there are two large schools of industry at Ratnágiri and Surat, besides one or two smaller ones elsewhere, which are working fairly well. There is also a Missionary Industrial School

at Sirur, and another at Poona. These institutions afford instances of what can be done by local effort. When schools of this kind are regularly recognized as an important agency for professional as opposed to disciplinary technical training, it is hoped that native benefactors will provide funds to establish additional ones in other towns. The nature and scope of such schools should be fully explained to the public, and Municipalities and Local Boards should be encouraged to maintain them in accordance with the needs of local industries. Government aid will be granted as far as possible to this useful work. Ahmedabad might well be among the first places to distinguish itself in this direction. And in Poona metal-workers and silk-weavers might be taught at special institutions started by the Municipality or by local bodies. It appears to His Excellency in Council that local self-government affords the best means for local development of existing, and the revival of extinct or languishing, industries.

19. In the new departure now being made in the matter of technical education, it is most important that Government should be in possession of detailed information regarding the methods followed in England; and with this view the Secretary of State has been asked to allow Mr. T. B. Kirkham, Educational Inspector, C. D., who is now on three months' privilege leave, to remain on duty in England for 3 weeks after the expiry of the leave, for the purpose of making inquiries on the subject.

20. In concluding this brief review of the position as regards technical education, His Excellency in Council desires to express his satisfaction at the strong and healthy interest which has been taken in the subject by the public, as shown in the Press, as well as in the valuable suggestions brought forward by individuals who have made a study of the question. It is universally felt that new channels should be opened not to repress the intelligence of the country, so largely developed by means of the education imparted during the last 30 years, but to dissuade it from overstocking one field by providing other appropriate ground. Various gradations of technical education forming ends in themselves for various classes of the community must all tend to develop the material resources of the country, and to improve the general condition of the people. The public no doubt realize that financial pressure obliges the Government to be most careful in what they do, and that otherwise they would have been glad to extend the basis of operations as regards technical education. Being thus restricted financially His Excellency in Council would earnestly appeal to all local authorities and associations as well as to the influential and wealthy classes to come forward and co-operate heartily with Government in their efforts to enter the arena which several European countries have entered not so long ago achieving signal success in a very short time, countries which cannot be called rich but which realised the conditions imposed upon them by the keen competition which threatened their prosperity. His Excellency in Council wishes to make a cautious and small beginning; to establish a basis out of which gradually a more complete fabric may be developed by the process of natural evolution; to utilise existing resources; to labour in a few and selected fields; to work out the scheme almost entirely through native agency; to improve such native agency by giving them opportunities of completing their education in Europe and of witnessing the industrial, agricultural, mechanical, artistic and mercantile development of the western world. The scheme is not academic, does not include legal and medical education because it is not intended for the academic but for the producing classes. Its success cannot be tested by examinations, but rather by exhibitions and by statistics of imports and exports, prices, and wages. Its main object is to enhance the well-being of the people at large by giving increased employment in the Presidency to labour and capital, and by cementing the harmonious relations which should exist between both.

W. WEDDERBURN,
Acting Chief Secretary to Government.

To

The Director of Public Instruction,
The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Director of Agriculture,
All Collectors,
The Municipal Commissioner for the City of Bombay,
Dr. T. Cooke, M.A., M I., LL.D. (Principal, College of Science, Poona),
T. B. Kirkham, Esq, Barrister-at-law (Educational Inspector, C. D.),
Khán Bahádur M. C. Murzban, A M.I.C.E. (Executive Engineer, Presidency),
K. D Naigaumvala, Esq., M.A., F.C.S., F.I.C. (Lecturer in Experimental Physics, Elphinstone College),
N. N. Wadia, Esq.,
The Honorary Secretaries, Ripon Memorial Fund Committee (by letter),
The Financial Department,
The Revenue Department,
The Public Works Department,
The Public Works Department, Railway,
The Editors' Table, Bombay, Poona and Dhárwár.

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APPENDIX P.

List of Awards (Results Grants) of 1885-86.

No	Name of Institution.	Average Monthly Number on the Rolls	Average Daily Attendance	Receipts. Provincial Award for 1885-86.	Fees for 1885-86	Other Receipts.	Total	Expenditure for 1885-86	Excess or Deficit of Award on one third of Total Cost
1	2	3	4	5	6	7	8	9	10
	European and Eurasian Schools.			Rs. a. p.	Rs. a. p.	Rs. a p	Rs. a. p.	Rs. a. p.	Rs.
1	Bishop High School, Poona ...	113	103	3,038 0 0	5,302 0 0	961 0 0	9,301 0 0	9,301 0 0	-62
2	Methodist Conference School, Poona	35	28	561 0 0	980 0 0	229 0 0	1,770 0 0	1,770 0 0	-29
3	Pensioners' School, Poona ..	36	26	559 0 0	140 0 0	1,224 0 0	1,923 0 0	1,923 0 0	-82
4	Victoria High School, Poona ..	133	97	2,074 0 0	2,487 0 0	2,775 0 0	7,336 0 0	7,336 0 0	-871
5	Convent School, Poona... ..	151	120	2,688 0 0	4,042 0 0	2,958 0 0	9,688 0 0	9,688 0 0	-541
6	St Mary's Girls' School, Poona.	131	118	3,162 0 0	8,692 0 0	143 0 0	11,997 0 0	11,997 0 0	-837
7	G. I. P. RailwaySchool, Lonávli..	63	53	874 0 0	439 0 0	3,322 0 0	4,635 0 0	4,635 0 0	-671
8	Scottish Girls' School, Poona	21	16	333 0 0	735 0 0	602 0 0	1,670 0 0	1,670 0 0	-224
9	G I P. Railway School, Sholápur	29	19	157 0 0	119 0 0	165 0 0	441 0 0	441 0 0	+10
10	St Mary's Institution, Bombay	225	207	2,703 0 0	4,037 0 0	1,010 0 0	7,750 0 0	7,750 0 0	+120
11	John Connon High School, Fort.	87	74	1,343 0 0	3,403 0 0	2,829 0 0	7 575 0 0	7,575 0 0	-1,182
12	Scottish Education Society's High School, Byculla	164	146	3,792 0 0	8,977 0 0	41 0 0	12,810 0 0	12,810 0 0	-478
13	St. Peter's Boys' School, Mázagaon .. .	86	77	1,803 0 0	2,774 0 0	1,073 0 0	5,650 0 0	5,650 0 0	-80
14	St Peter's Girls' School, Mázagaon	111	92	2,014 0 0	3,235 0 0	1,431 0 0	6,680 0 0	6,680 0 0	-213
15	Cathedral Boys' High School ..	160	141	3,032 0 0	6,871 0 0	276 0 0	10,179 0 0	10,179 0 0	-361
16	Cathedral Girls' High School	127	105	2,282 0 0	3,865 0 0	2,452 0 0	8,599 0 0	8,599 0 0	584
17	Indo-British Boys' School, Sonápur	51	46	487 0 0	531 4 0	3,016 12 0	4,035 0 0	4,035 0 0	-858
18	Indo-British Girls' School, Sonápur	51	43	808 0 0	531 8 0	3,281 8 0	4,621 0 0	4,621 0 0	-732
19	B B. and C. I. Railway School, Parel	57	40	523 0 0	550 0 0	3,449 0 0	4,522 0 0	4,522 0 0	-984
20	Convent School, Fort	78	65	1,533 0 0	2,862 0 0	665 0 0	5,060 0 0	5,060 0 0	-154
21	Convent School, Mázagaon ...	83	70	1,399 0 0	2,874 0 0	2,180 0 0	6,453 0 0	6,453 0 0	-752
22	Scottish Orphanage, Máhim ...	76	73	1,459 0 0	3,112 0 0	3,696 0 0	8,267 0 0	8,267 0 0	-1,296
23	Indian Female Normal School and Instruction Society's School, Girgaum ..	76	64	885 0 0	2,312 0 0	3,155 0 0	6,352 0 0	6,352 0 0	-1,232
24	Mrs Thomas' School, Grant Road . . .	25	20	169 0 0	576 0 0	55 0 0	800 0 0	800 0 0	-98
25	G I. P. Railway School, Igatpuri	48	39	518 0 0	378 0 0	1,996 0 0	2,892 0 0	2,892 0 0	-446
26	Methodist Church Day School, Igatpuri .	39	33	575 0 0	598 0 0	155 0 0	1,328 0 0	1,328 0 0	+132
27	G I P. Railway School, Bhusával . ..	40	27	417 0 0	325 0 0	1,874 0 0	2,616 0 0	2,616 0 0	455
28	B B. and C. I. Railway School, Ahmedabad ..	14	14	136 0 0	203 0 0	924 0 0	1,263 0 0	1,263 0 0	-285
29	Bhávnagar and Gondal Railway School, Ghadechi ...	12	8	115 0 0	425 0 0	469 0 0	1,009 0 0	1,009 0 0	-221
30	European and Eurasian Girls' School, Dhárwár	13	11	222 0 0	252 0 0	891 0 0	1,365 0 0	1,365 0 0	-233
31	Miss Murray's School, Belgaum	20	20	360 0 0	647 0 0	... ..	1,007 0 0	1,007 0 0	+24
32	St. Mary's Pensioners' School, Belgaum . ..	20	16	261 0 0	517 0 0	1,403 0 0	2,181 0 0	2,181 0 0	-466
33	Grammar School, Karáchi .	145	126	2,739 0 0	4,997 0 0	2,829 0 0	10,565 0 0	10,565 0 0	-783
34	St. Joseph's Convent School, Karáchi	115	91	2,297 0 0	1,523 0 0	1,551 0 0	5,371 0 0	5,371 0 0	+507
35	European and Eurasian School, Manora . .	14	12	240 0 0	396 0 0	154 0 0	790 0 0	790 0 0	-23
36	European and Eurasian School, Kotri	24	17	262 0 0	439 0 0	482 0 0	1,183 0 0	1,183 0 0	-132
37	European and Eurasian School, Sukkur	31	23	292 0 0	770 0 0	510 0 0	1,572 0 0	1,572 0 0	-232
38	European and Eurasian School, Hyderabad	18	13	305 0 0	604 0 0	422 0 0	1,331 0 0	1,331 0 0	-139
38	Grand Total, European and Eurasian Schools	2,722	2,293	46,417 0 0	91,520 12 0	54,649 4 0	1,82,587 0 0	1,82,587 0 0	.
	English teaching Schools.								
1	St Vincent School, Poona .	281	240	2,167 0 0	3,773 0 0		5,940 0 0	5,940 0 0	+187
2	St. Ann's School, Poona ...	35	34	411 8 0	204 0 0	411 8 0	1,027 0 0	1,027 0 0	+70
3	St Stanislaus' School, Bándra .	250	225	2,031 0 0	1,538 0 0	6,706 0 0	10,275 0 0	10,275 0 0	-1,394
4	St. Thomas' School, Bándra ..	101	101	820 8 0	691 0 0	-296 8 0	1,215 0 0	1,215 0 0	+416
5	St Joseph's Native Female Orphanage, Wadala ...	304	254	3,470 8 0	2,270 0 0	-3,860 8 0	1,880 0 0	1,880 0 0	+2,844
6	St Mary's Institution, Bombay	236	211	2,342 0 0	3,353 0 0	829 0 0	6,524 0 0	6,524 0 0	+167
7	St Xavier's School, Esplanade	1,042	935	9,263 0 0	18,894 0 0	1,307 0 0	29,464 0 0	29,464 0 0	-558
8	Anglo-Portuguese School, Lower Máhim	360	270	1,092 0 0	1,528 0 0	1,303 0 0	4,823 0 0	4,823 0 0	+384
9	St. Joseph's Girls' School, Cavel.	111	92	975 0 0	1,200 0 0	575 0 0	2,750 0 0	2,750 0 0	+58
10	Girls' School dedicated to the Sacred Heart of Jesus, Lower Máhim	107	78	834 8 0	746 0 0	682 8 0	2,263 0 0	2,263 0 0	+81

APPENDIX P—*continued.*

No.	Name of Institution.	Average monthly Number on the Rolls.	Average daily Attendance.	Receipts.				Expenditure.	Excess or Deficit of Award on one-Third of Total Cost.
				Provincial Award for 1885-86.	Fees for 1885-86.	Other Receipts.	Total.		
1	2	3	4	5	6	7	8	9	10
	English-Teaching Schools—contd.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p	Rs.
11	Church Missionary Society School, Manmad	5	3	12 0 0	27 0 0	91 0 0	130 0 0	130 0 0	—31
12	St. Joseph's School, Igatpuri ...	63	45	361 0 0	445 0 0	288 0 0	1,094 0 0	1,094 0 0	—4
13	Do. Ahmedabad.	27	20	161 8 0	93 0 0	283 8 0	538 0 0	538 0 0	—17
14	Do. Dhárwár ..	6	4	74 0 0	80 0 0	86 0 0	240 0 0	240 0 0	—6
15	Convent Boys' School, Belgaum.	72	66	223 8 0	10 0 0	291 0 0	524 8 0	524 8 0	+49
16	Do. Girls' School, do.	21	19	162 8 0	140 0 0	251 0 0	553 8 0	553 8 0	—22
17	Anglo-Portuguese School, Belgaum	21	14	114 0 0	104 0 0	679 0 0	897 0 0	897 0 0	—185
18	St. Patrick's School, Karáchi ...	225	198	1,544 8 0	3,841 0 0	4,074 8 0	9,460 0 0	9,460 0 0	—1,608
19	St. Joseph's Convent School, Karáchi	49	37	381 8 0	500 0 0	158 8 0	1,040 0 0	1,040 0 0	+35
	Grand Total, English-Teaching Schools	3,316	2,846	27,341 8 0	39,437 0 0	123,859 8 0	80,638 0 0	80,638 0 0	...
	Anglo-Vernacular Schools.								
1	Free Church School, Aditwár Peth	176	144	1,013 0 0	1,063 0 0	,234 0 0	5,310 0 0	5,310 0 0	—757
2	Free Church School, Main Street, Poona	95	69	490 0 0	742 0 0	466 0 0	1,698 0 0	1,698 0 0	—76
3	Free Church Girls' School, Poona Camp	18	16	355 0 0	.....	789 0 0	1,144 0 0	1,144 0 0	—26
4	Zenana Mission School, Civil Lines, Poona	9	8	192 0 0	.....	456 0 0	648 0 0	648 0 0	—24
5	Zenana Mission School, Kámáthipura, Poona	5	3	31 0 0	.....	99 0 0	130 0 0	130 0 0	—12
6	Cantonment School, Kirkee ...	20	16	81 0 0	184 0 0	4 0 0	269 0 0	269 0 0	—9
7	New English School, Poona ...	921	776	7,762 0 0	13,197 0 0	—39 0 0	20,920 0 0	20,920 0 0	+789
8	Poona Native Institution ...	491	478	2,696 8 0	2,809 0 0	2,062 8 0	7,568 0 0	7,568 0 0	+174
	Total, Poona District ...	1,735	1,510	12,620 8 0	17,995 0 0	7,071 8 0	37,687 0 0	37,687 0 0	...
9	American School, Ratnágiri ..	83	67	381 8 0	354 0 0	34 8 0	770 0 0	770 0 0	+125
10	S. P. G. Boys' School, Dápoli.	83	72	608 8 0	803 0 0	193 8 0	1,605 0 0	1,605 0 0	+74
11	S. P. G. Girls' School, Dápoli .	9	9	143 0 0	.....	249 0 0	392 0 0	392 0 0	+12
12	English School, Guhágar ...	37	31	259 0 0	420 0 0	—87 0 0	592 0 0	592 0 0	+62
	Total, Ratnágiri District ...	212	179	1,392 0 0	1,577 0 0	390 0 0	3,359 0 0	3,359 0 0	...
13	Free Church School, Alibág ...	133	103	913 8 0	1,095 0 0	3,725 8 0	5,734 0 0	5,734 0 0	—997
14	American School, Rohe ...	58	50	306 8 0	500 0 0	916 8 0	1,723 0 0	1,723 0 0	—267
	Total, Kolába District ...	191	153	1,220 0 0	1,595 0 0	4,642 0 0	7,457 0 0	7,457 0 0	...
15	Robert Money Institution ...	142	115	1,802 8 0	2,272 0 0	9,585 8 0	13,660 0 0	13,660 0 0	—2,750
16	General Assembly's Institution...	241	192	1,693 8 0	3,526 0 0	7,367 8 0	12,587 0 0	12,587 0 0	—2,502
17	Free General Assembly's Institution	275	233	2,259 8 0	5,696 0 0	3,351 8 0	11,307 0 0	11,307 0 0	—1,509
18	American School, Byculla .	37	33	395 0 0	160 0 0	1,755 0 0	2,310 0 0	2,310 0 0	—375
19	Church Missionary Society's School, Girgaum	15	14	294 0 0	11 0 0	597 0 0	902 0 0	902 0 0	—7
20	S. P. G. Ladies Association School, New Wádi	17	12	55 0 0	45 0 0	1,005 0 0	1,105 0 0	1,105 0 0	—313
21	S. P. G. School, Duncan Road .	69	42	247 0 0	337 0 0	785 0 0	1,369 0 0	1,369 0 0	—209
22	Bombay High School, Chandanvádi	167	146	1,090 8 0	3,596 0 0	1,882 8 0	6,569 0 0	6,569 0 0	—1,099
23	Private English School, Breach Candy Road	139	104	478 0 0	1,239 0 0	766 0 0	2,483 0 0	2,483 0 0	—350
24	Frámji Nasarvánji School, Khetvádi	93	86	750 8 0	899 0 0	253 8 0	1,903 0 0	1,903 0 0	+117
25	Mancherji Cowasji Boys' School Khetvádi	23	20	47 0 0	123 0 0	61 0 0	231 0 0	231 0 0	—30
26	Mancherji Cowasji Girls' School, Khetvádi	20	14	148 0 0	175 0 0	—43 0 0	280 0 0	280 0 0	+55
27	Mancherji Cowasji Boys' School, Govála Tank	8	6	22 0 0	84 0 0	67 0 0	173 0 0	173 0 0	—36
28	Victoria School, Fort	25	22	82 0 0	347 0 0	—117 0 0	312 0 0	312 0 0	—22
29	Do. Do. Dhobi Taláv ...	22	19	146 0 0	130 0 0	31 0 0	307 0 0	307 0 0	+44
30	Sir Cowasji Jehángirji Girls' School, Khetvádi	57	44	517 0 0	482 0 0	46 0 0	1,045 0 0	1,045 0 0	+169
31	Aderji Cowasji Mixed School, Dhobi Taláv	17	12	48 0 0	150 0 0	—3 0 0	195 0 0	195 0 0	—17
32	Mugbhát Private School ..	78	62	283 0 0	675 0 0	35 0 0	993 0 0	993 0 0	—48
33	Párai Seminary Baherkot ..	20	16	68 0 0	300 0 0	3 0 0	371 0 0	371 0 0	—56
34	Students' Literary and Scientific Society's Girls' School... ...	32	23	144 0 0	122 0 0	573 0 0	839 0 0	839 0 0	—136
35	Potdár's School	37	28	119 8 0	287 0 0	144 8 0	551 0 0	554 0 0	—64
	Total, Bombay	1,534	1,243	10,690 0 0	20,656 0 0	28,146 0 0	59,492 0 0	59,492 0 0	...
	Total, Central Division ...	3,072	3,085	25,922 0 0	41,823 0 0	40,249 8 0	1,07,995 0 0	1,07,995 0 0	...

APPENDIX P—*continued.*

No.	Name of Institution.	Average monthly Number on the Rolls.	Average daily Attendance.	Receipts.				Expenditure.	Excess or Deficit of Award on one-third of Total Cost.
				Provincial Award for 1885-86	Fees for 1885-86	Other Receipts.	Total.		
1	2	3	4	5	6	7	8	9	10
	Anglo-Vernacular Schools—contd.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.
36	C. M. S. Boys' School, Sharanpur ...	15	12	92 8 0	1 0 0	310 8 0	404 0 0	404 0 0	—42
37	C. M. S. Girls' School, Sharanpur	7	6	71 0 0	..	135 0 0	206 0 0	206 0 0	+2
38	C. M. S. School, Camp Devláli.	10	8	17 0 0	15 0 0	98 0 0	130 0 0	130 0 0	—26
39	C. M. S. School, Nandgom ...	15	10	88 0 0	69 0 0	214 0 0	371 0 0	371 0 0	—36
40	C. M. S. School, Manmad ..	17	13	126 8 0	95 0 0	153 8 0	375 0 0	375 0 0	+2
	Total, Násik District ...	64	49	395 0 0	180 0 0	911 0 0	1,486 0 0	1,486 0 0	...
41	American High School, Ahmednagar	154	123	703 8 0	1,351 6 0	3,646 15 10	5,701 13 10	5,701 13 10	—1,197
42	American Girls' Boarding School, Ahmednagar ..	24	21	213 0 0	35 0 0	552 0 0	800 0 0	800 0 0	—54
43	S P G. School, Ahmednagar	42	30	211 8 0	..	796 8 0	1,008 0 0	1,008 0 0	—124
44	Dhekne's School, Ahmednagar ..	113	97	183 8 0	610 0 0	84 0 0	877 8 0	877 8 0	—109
	Total, Ahmednagar District..	333	271	1,311 8 0	1,996 6 0	5,079 7 10	8,387 5 10	8,387 5 10	...
45	Private English School, Nasirabad	31	26	112 8 0	219 0 0	—257 8 0	74 0 0	74 0 0	+88
	Total, North-East Division ...	428	346	1,819 0 0	2,395 6 0	5,732 15 10	9,947 5 10	9,947 5 10	...
46	Irish Presbyterian High School, Ahmedabad	452	382	3,517 0 0	4,806 0 0	2,140 0 0	10,463 0 0	10,463 0 0	+29
47	Irish Presbyterian School, Surat	482	389	4,308 8 0	4,989 0 0	2,551 8 0	11,846 0 0	11,846 0 0	+339
48	Irish Presbyterian Girls' School, Surat	14	10	185 0 0	75 0 0	933 0 0	1,193 0 0	1,193 0 0	—213
49	Jehángirji Motábhoy School, Surat	73	57	553 8 0	266 0 0	128 8 0	648 0 0	648 0 0	+38
50	Sir Jamsetji Jijibhoy School, Surat	161	133	1,143 8 0	4 0 0	2,354 8 0	3,502 0 0	3,502 0 0	—23
51	Private School, Chikli	35	31	364 8 0	350 0 0	—243 8 0	471 0 0	471 0 0	+208
52	Jehángirji Motábhoy Girls' School, Surat	18	16	161 0 0	74 0 0	—55 0 0	180 0 0	180 0 0	+101
53	Private School, Abrahama ..	34	29	292 0 0	308 0 0	—129 0 0	471 0 0	471 0 0	+135
	Total, Surat District ...	517	565	6,708 0 0	5,063 0 0	5,540 0 0	18,311 0 0	18,311 0 0	...
54	Private School, Umreun ...	69	61	381 0 0	277 6 0	—166 6 0	492 0 0	492 0 0	+217
55	Private School, Mahuda ..	45	38	196 8 0	356 3 0	—189 11 0	363 0 0	363 0 0	+76
56	Private School, Kathlal ..	21	18	84 0 0	217 8 0	—135 8 0	166 0 0	166 0 0	+29
57	Municipal School, Kapadvanj .	47	35	296 8 0	119 0 0	—19 8 0	396 0 0	396 0 0	+165
	Total, Kaira District ...	182	152	958 0 0	970 1 0	—511 1 0	1,417 0 0	1,417 0 0	...
58	Private School, Amod	23	17	78 8 0	130 0 0	163 8 0	372 0 0	372 0 0	-45
59	Do. Jambusar ...	39	32	196 8 0	154 0 0	83 8 0	434 0 0	434 0 0	+52
60	Do. Broach	85	68	358 0 0	396 0 0	—264 0 0	490 0 0	490 0 0	+195
	Total, Broach District ...	147	117	633 0 0	680 0 0	—17 0 0	1,296 0 0	1,296 0 0	...
61	Municipal School, Godhra ...	52	44	297 8 0	233 0 0	—204 8 0	326 0 0	326 0 0	+189
	TOTAL, NORTHERN DIVISION ..	1,650	1,360	12,113 8 0	12,752 1 0	6,947 7 0	31,813 0 0	31,813 0 0	...
62	Basel Mission School, Dhárwár	86	74	637 0 0	443 0 0	828 0 0	1,908 0 0	1,908 0 0	+1
63	Municipal School, Gadag ..	109	95	360 8 0	581 0 0	55 8 0	997 0 0	997 0 0	+29
	Total, Dhárwár District ...	195	169	997 8 0	1,024 0 0	883 8 0	2,905 0 0	2,905 0 0	...
64	London Mission School, Belgaum	389	281	3,890 0 0	2,166 0 0	510 0 0	6,566 0 0	6,566 0 0	+1,701
65	Second Grade School, Mudebihál	20	16	62 8 0	156 0 0	21 0 0	239 8 0	239 8 0	-17
66	Second Grade School, Kirkee ...	14	11	100 0 0	60 0 0	70 0 0	230 0 0	230 0 0	+23
	Total, SOUTHERN DIVISION ...	618	477	5,050 0 0	3,406 0 0	1,484 8 0	9,940 8 0	9,940 8 0	..

APPENDIX P—*continued.*

No	Name of Institution	Average monthly Number on the Rolls.	Average daily Attendance.	Receipts. Provincial Award for 1885-86.	Receipts. Fees for 1885-86	Receipts. Other Receipts.	Receipts. Total.	Expenditure.	Excess or Deficit of Award on one third of Total Cost.
1	2	3	4	5	6	7	8	9	10
	Anglo-Vernacular Schools—contd.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs.
67	C. M. S. School, Karáchi ..	117	100	1,141 8 0	738 0 0	1,214 8 0	3,094 0 0	3,094 0 0	+111
68	Virbáiji's School, Karáchi ...	8	7	75 0 0	100 0 0	368 0 0	543 0 0	543 0 0	-106
	Total, Karáchi District ...	125	107	1,216 8 0	838 0 0	1,582 8 0	3,637 0 0	3,637 0 0	..
69	C. M. S. School, Hyderabad ...	169	126	2,136 0 0	924 0 0	453 0 0	3,513 0 0	3,513 0 0	+965
70	Mahomed Sidik's School, Hyderabad ..	99	89	765 8 0	381 0 0	—8 0 0	1,146 0 0	1,146 0 0	+384
71	Lálchand's School, Hyderabad ..	49	34	223 0 0	96 0 0	.....	319 0 0	319 0 0	+117
	Total, Hyderabad District ..	317	249	3,124 8 0	1,401 0 0	452 8 0	4,978 0 0	4,978 0 0	
72	Proprietary School, Shikárpur ..	120	96	807 0 0	696 0 0	296 0 0	1,799 0 0	1,799 0 0	+207
73	Panjabi School, Sukkar	31	25	18 0 0	357 0 0	398 0 0	773 0 0	773 0 0	-240
74	Municipal School, Sukkar ...	155	119	1,581 0 0	901 0 0	1,110 0 0	3,592 0 0	3,592 0 0	+384
	Total, Shikárpur District ...	306	240	2,406 0 0	1,954 0 0	1,804 0 0	6,164 0 0	6,164 0 0	...
	Total, Sind	748	596	6,747 0 0	4,193 0 0	3,839 0 0	14,779 0 0	14,779 0 0	..
	Grand Total, Anglo-Vernacular Schools... ...	7,108	5,864	51,652 0 0	64,569 7 0	58,253 6 10	1,74,474 13 10	1,74,474 13 10	...
	Vernacular Schools.								
	CENTRAL DIVISION.								
	Missionary or European agency.								
	Urban.								
26	Boys' Schools	919	807	2,066 8 0	1,484 0 0	3,682 8 0	7,233 0 0	7,233 0 0	
18	Girls' Schools	1,139	759	2,436 0 0	537 0 0	13,573 0 0	16,546 0 0	16,546 0 0	
44	Total ...	2,058	1,566	4,502 8 0	2,021 0 0	17,255 8 0	23,779 0 0	23,779 0 0	
	Rural.								
3	Boys' Schools	104	73	157 8 0	2 0 0	460 8 0	620 0 0	620 0 0	
1	Girls' School	43	41	236 8 0	... ..	223 8 0	460 0 0	460 0 0	
4	Total	147	114	394 0 0	2 0 0	684 0 0	1,080 0 0	1,080 0 0	
	Native agency.								
	Urban.								
101	Boys' Schools	5,642	4,510	4,533 0 0	15,842 0 0	2,014 0 0	22,389 0 0	22,389 0 0	
11	Girls' Schools	1,291	980	3,234 8 0	4,089 0 0	4,646 8 0	11,970 0 0	11,970 0 0	-240
112	Total ...	6,933	5,490	7,767 8 0	19,931 0 0	6,660 8 0	34,359 0 0	34,359 0 0	
160	Total, Central Division ...	9,138	7,170	12,664 0 0	21,954 0 0	24,600 0 0	59,218 0 0	59,218 0 0	
	NORTH-EAST DIVISION.								
	Missionary or European agency.								
	Urban								
11	Boys' Schools	428	328	726 0 0	134 0 0	1,621 8 0	2,481 8 0	2,481 8 0	
5	Girls' Schools	313	242	872 0 0	95 0 0	3,790 0 0	4,757 0 0	4,757 0 0	
16	Total ...	741	570	1,598 0 0	229 0 0	5,411 8 0	7,238 8 0	7,238 8 0	
	Rural.								
55	Boys' Schools	1,017	801	1,710 8 0	407 0 0	8,408 0 0	10,525 8 0	10,525 8 0	
3	Girls' Schools	94	78	270 0 0	... .	320 0 0	590 0 0	590 0 0	
58	Total ...	1,111	879	1,980 8 0	407 0 0	8,728 0 0	11,115 8 0	11,115 8 0	
	Native agency.								
	Urban.								
4	Boys' Schools	225	166	177 0 0	192 0 0	.....	369 0 0	369 0 0	
	Rural.								
27	Boys' Schools	679	544	825 0 0	1,296 0 0	... .	2,121 0 0	2,121 0 0	
105	Total, North East Division...	2,756	2,159	4,580 8 0	2,124 0 0	14,139 8 0	20,844 0 0	20,844 0 0	

APPENDIX P—*continued.*

No.	Name of Institution.	Average monthly Number on the Rolls.	Average daily Attendance	Receipts.				Expenditure.
				Provincial Award for 1885-86.	Fees for 1885-86.	Other Receipts.	Total.	
1	2	3	4	5	6	7	8	9
	Vernacular Schools—contd.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs a. p.
	NORTHERN DIVISION.							
	MISSIONARY OR EUROPEAN AGENCY.							
	Urban.							
10	Boys' Schools	895	629	992 0 0	133 0 0	1,857 0 0	2,982 0 0	2,982 0 0
8	Girls' Schools	492	283	1,209 8 0	.....	2,321 8 0	3,531 0 0	3,531 0 0
18	Total ...	1,387	912	2,201 8 0	133 0 0	4,178 8 0	6,513 0 0	6,513 0 0
	Rural.							
1	Boys' School	42	36	88 8 0	.....	163 8 0	252 0 0	252 0 0
1	Girls' School	44	37	246 8 0	.....	63 0 0	309 8 0	309 8 0
2	Total ..	86	73	335 0 0	.....	226 8 0	561 8 0	561 8 0
	NATIVE AGENCY.							
	Urban.							
18	Boys' Schools	1,206	932	994 8 0	137 0 0	198 8 0	1,330 0 0	1,330 0 0
6	Girls' Schools	925	622	3,058 8 0	37 0 0	1,536 0 0	4,631 8 0	4,631 8 0
24	Total ...	2,131	1,554	4,053 0 0	174 0 0	1,734 8 0	5,961 8 0	5,961 8 0
44	TOTAL, NORTHERN DIVISION ..	3,604	2,539	6,589 8 0	307 0 0	6,139 8 0	13,036 0 0	13,036 0 0
	SOUTHERN DIVISION.							
	MISSIONARY OR EUROPEAN AGENCY.							
	Urban.							
7	Boys' Schools	505	426	800 0 0	316 0 0	998 0 0	2,114 0 0	2,114 0 0
3	Girls' School	119	90	337 0 0	3 0 0	976 0 0	1,316 0 0	1,316 0 0
10	Total ...	624	516	1,137 0 0	319 0 0	1,974 0 0	3,430 0 0	3,430 0 0
	Rural.							
2	Boys' Schools	106	90	168 0 0	94 0 0	327 0 0	589 0 0	589 0 0
1	Girls' School	17	10	61 0 0	5 0 0	34 0 0	100 0 0	100 0 0
3	Total ...	123	100	229 0 0	99 0 0	361 0 0	689 0 0	689 0 0
	NATIVE AGENCY.							
	Urban.							
1	Girls' School	93	55	218 0 0	... ..	430 0 0	648 0 0	648 0 0
	Rural.							
209	Boys' Schools	4,094	3,338	3,694 13 4	9,298 0 0	.....	12,992 13 4	12,992 13 4
223	TOTAL, SOUTHERN DIVISION ...	4,934	4,009	5,278 13 4	9,716 0 0	2,765 0 0	17,759 13 4	17,759 13 4
	SIND.							
	MISSIONARY OR EUROPEAN AGENCY.							
	Urban.							
2	Boys' Schools	711	575	1,145 0 0	1,175 0 0	664 0 0	2,984 0 0	2,984 0 0
2	Girls' Schools	154	113	435 0 0	....	1,117 0 0	1,552 0 0	1,552 0 0
...	Total ...	865	688	1,580 0 0	1,175 0 0	1,781 0 0	4,536 0 0	4,536 0 0
	NATIVE AGENCY.							
	Urban.							
16	Boys' Schools	1,542	1,315	1,689 0 0	2,005 0 0	2,865 0 0	6,559 0 0	6,559 0 0
20	TOTAL SIND ...	2,407	2,003	3,269 0 0	3,180 0 0	4,646 0 0	11,095 0 0	11,095 0 0

APPENDIX P—*concluded.*

No	Name of Institution	Average monthly Number on the Rolls	Average daily Attendance	Receipts				Expenditure
				Provincial Award for 1885-86	Fees for 1885-86	Other Receipts.	Total.	
1	2	3	4	5	6	7	8	9
	SUMMARY OF THE PRESIDENCY			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
	MISSIONARY OR EUROPEAN AGENCY.							
92	Urban	5,675	4,252	11,019 0 0	3,877 0 0	30,600 8 0	45,496 8 0	45,496 8 0
67	Rural	1,467	1,166	2,938 8 0	508 0 0	9,999 8 0	13,446 0 0	13,446 0 0
159	Total ..	7,142	5,418	13,957 8 0	4,385 0 0	40,600 0 0	58,942 8 0	58,942 8 0
	NATIVE AGENCY.							
157	Urban	10,924	8,580	13,904 8 0	22,302 0 0	11,690 0 0	47,896 8 0	47,896 8 0
236	Rural	4,773	3,882	4,519 13 4	10,594 0 0	.....	15,113 13 4	15,113 13 4
393	Total ...	15,697	12,462	18,424 5 4	32,896 0 0	11,690 0 0	63,010 5 4	63,010 5 4
552	GRAND TOTAL, VERNACULAR SCHOOLS	22,839	17,880	32,381 13 4	37,281 0 0	52,290 0 0	1,21,952 13 4	1,21,952 13 4

APPENDIX Q.

(BEING STATISTICS REQUIRED BY THE GOVERNMENT OF INDIA.)

EDUCATION—GENERAL TABLE I.

Abstract Return of Colleges, Schools and Scholars in the Bombay Presidency at the end of the Official year 1885-86.

(For details see General Table III.)

Area and Population.				Public Institutions.							Private Institutions.				
				University Education.		School Education, General.		School Education, Special.		Total of Public Institutions	Advanced.	Elementary	Grand Total.	Percentage of	Remarks
Total Area in Square Miles.	Number of Towns* and Villages.	Population		Arts Colleges.	Professional Colleges.	Secondary Schools.	Primary Schools.	Training Schools.	All other Special Schools.						
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
187,683	Towns .. 269	Males ... 11,966,936	Institutions. For Males ..	8	4	328	6,593	7	54	6,994	96	2,845	9,935	Institutions to No. of towns and villages 28·28	
	Villages .36,702	Females ... 11,225,123	For Females ..	...	...	49	445	4	...	498	..	23	521		
	Total ...36,971	Total 23,192,059	Total ...	8	4	377	7,038	11	54	7,492	96	2,868	10,456		
			Scholars. Males	1,041	615	34,614	377,756	592	1,332 (2,034)	415,950	1,224	64,748	481,922	Male scholars to male population of school-going age.† 26·84	
			Females ...		18	2,922	41,987	97	13	45,037	58	4,110	49,205	Female scholars to female population of school-going age.† 2·92	
			Total ...	1,041	633	37,536	419,743	689	1,345 (2,034)	460,987	1,282	68,858	531,127	15·26	

* A town contains 5,000 inhabitants or upwards A village contains less than 5,000 inhabitants. A municipality, whatever its population, should be entered as a town
† The population of school-going age is taken at 15 per cent. of the whole population.

EDUCATION—GENERAL TABLE II.

Abstract Return of Expenditure on Public Instruction in the Bombay Presidency for the Official year 1885-86.

(For details see General Table IV.)

1		Total Direct Expenditure on Public Instruction.§							Total Indirect Expenditure on Public Instruction §								Total Expenditure on Public Instruction.	Remarks.
		University Education.		School Education, General.		School Education, Special.		Total.	University	Direction.	Inspection.	Scholarships.	Buildings	Special Grants for Furniture and Apparatus.	Miscellaneous.	Total.		
		Arts Colleges	Professional Colleges.	Secondary Schools	Primary Schools.	Training Schools.	All other Special Schools.											
1		2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
1 Institutions ..	For Males . ..	2,32,200	1,01,596	9,75,034	17,42,657	68,284	1,73,918	32,93,691	88,421	36,343	2,45,530	60,240	3,71,135	46,575	37,564	8,85,808	41,79,499	
	For Females	. ..	. .	1,43,751	1,68,039	25,862	...	3,37,652	..	..	.	.	.	..	.		3,37,652	
	Total .	2,32,200	1,01,596	11,18,785	19,10,696	94,146	1,73,918	36,31,343	88,421	36,343	2,45,530	60,240	3,71,135	46,575	37,564	8,85,808	45,17,151	
2. (a) Percentages* of Provincial Expenditure included in columns 2—17 to Total Provincial Expenditure on Public Instruction . . .		6·9	4 1	18 7	26·9	4·0	6 8	67 4	1·9	2·6	14 3	2·2	8·5	1·0	2·1	32 8	100	
(b) Percentages* of Local Board Expenditure included in columns 2—17 to Total Local Board Expenditure on Public Instruction	. ..	....	1·9	87 1	2·6	·2	91 8	..	.	..	5	6·5	..	1·2	8·2	100		
(c) Percentages* of Municipal Expenditure included in columns 2–17 to Total Municipal Expenditure on Public Instruction .	1·2	....	17 5	76·7	·2	·9	96·5	..	..	..	·5	2 1	·9	..	3·5	100		
(d) Percentages of Total Expenditure in columns 2—17 to Total Expenditure on Public Instruction	5·1	2.3	24·8	42 3	2·1	3·8	80·4	1·9	·8	5 5	1·4	8 2	1·0	·8	19·6	100		
Average Annual Cost† of educating each Pupil in		Rs. a. p	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p	Rs. a. p.	Rs. a. p.										
Departmental Institutions ..	Cost to Provincial Revenues . .	189 15 1	100 13 2	12 13 0	2 2 1	116 12 1	40 2 6	26 4 3										
	Cost to Local and Municipal Boards .	6 7 0	....	1 15 3	0 11 11	38 1 7	0 13 0	2 12 0										
	Total Cost ..	330 6 6	176 1 3	33 10 2	3 6 9	154 15 1	50 11 7	48 12 6										
Local Board Schools‡ .	Cost to Provincial Revenues	.. .	...	2 6 10	1 4 1	....	11 4 5	1 4 3										
	Cost to Local Boards	....	....	0 13 10	2 11 10	....	8 7 6	2 11 9										
	Total Cost ..	.	....	12 1 8	4 12 0	....	188 15 4	4 14 5										
Municipal Boards Schools‡ ..	Cost to Provincial Revenues	...	....	1 12 5	1 3 5	....	..	1 3 8										
	Cost to Municipal Boards . ..	...	....	6 15 11	2 4 8	....	....	2 7 1										
	Total Cost .	....	.. .	12 12 5	4 7 8	.. .	....	4 11 10										
Institutions in Native States	Cost to Native State Revenues .	448 1 1	...	21 11 2	3 6 8	123 12 9	13 0 0	4 10 11										
	Cost to Local and Municipal Boards	...	....	1 2 9	0 7 1	....	. .	0 7 7										
	Total Cost ..	504 5 8	....	29 7 6	4 10 5	123 13 9	13 0 1	6 8 10										
Aided Institutions	Cost to Provincial Revenues .	27 9 0	. ..	8 12 3	0 15 1	17 13 8	12 9 2	3 12 3										
	Cost to Local and Municipal Boards	....	. ..	1 0 6	0 8 4	. .	2 0 4	0 11 1										
	Total Cost	146 9 4	. ..	37 5 8	5 1 7	134 10 3	64 3 7	17 2 11										
Unaided Institutions . ..	Total Cost ..	.. .	....	21 1 2	12 12 2	..	....	19 13 10										
All Institutions	Cost to Provincial Revenues ..	113 7 3	100 13 2	7 7 0	0 14 11	89 10 4	29 7 2	2 2 3										
	Cost to Local and Municipal Boards.	3 7 7	....	1 8 11	1 14 10	28 11 10	1 3 4	1 15 0										
	Total Cost ..	269 1 1	176 1 3	31 10 0	4 11 7	148 4 2	53 5 10	8 2 6										

* The percentages required for 2 (*a*), 2 (*b*), 2 (*c*) are calculated from the figures given in columns 7*a*, 7*b*, 7*c* respectively, *of* General Table IV

† The annual cost is calculated on the *direct* expenditure only. The average cost of educating each pupil is obtained by dividing the direct expenditure by the average number on the rolls monthly during the year

‡ The average cost of each pupil in Local Board and Municipal Schools is obtained from the figures given in General Table VII

§ Fractions of a rupee are omitted, except in the columns showing the average annual cost of educating each pupil.

Return of Colleges, Schools and Scholars in the

Class of Institutions.	PUBLIC INSTITUTIONS																			
	UNDER PUBLIC MANAGEMENT.												UNDER PRIVATE MANAGEMENT							
	Maintained by the Department.				Maintained by Local and Municipal Boards.				Maintained by Native States				Aided by the Department or by Local or Municipal Boards				Unaided			
	Number of Institutions.	Number of Scholars on the Rolls on 31st March	Average Monthly Number on the Rolls during the year	Average daily Attendance	Number of Institutions	Number of Scholars on the Rolls on 31st March	Average Monthly Number on the Rolls during the year	Average daily Attendance.	Number of Institutions	Number of Scholars on the Rolls on 31st March	Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Number of Institutions	Number of Scholars on the Rolls on 31st March.	Average Monthly Number on the Rolls during the year	Average daily Attendance.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Monthly Number on the Rolls during the year	Average daily Attendance.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Arts Colleges																				
UNIVERSITY EDUCATION. — English	3	540	466	425		.		..	2	68	56	47	3	433	341	311	..		..	.
Colleges or Departments of Colleges for Professional Training																				
Law . ..	2	221	181	161	..	..	..		..	..	..	.		..	.	..	.		..	..
Medicine ..	1	296	244	275	.	..	..	..	..	.	..	..		..	..	..			..	..
Engineering .. .	1	116	112	96	..	..		..	..	..				.	..	.			..	..
Total	7	1,173	1,043	959	..	..	..		2	68	56	47	3	433	341	311	..	..	..	.
Secondary Schools																				
SCHOOL EDUCATION, GENERAL. — For Boys English ..	45	10,538	10,100	8,800	110	3,407	3,242	2,580	57	4,937	4,595	3,858	96	12,872	11,840	10,014	20	2,991	2,941	2,459
For Girls English	1	69	71	52	1	17	13	8	..	..		..	47	2,705	2,572	2,102	..		.	.
Total	46	10,607	10,171	8,852	111	3,424	3,255	2,588	57	4,937	4,595	3,858	143	15,577	14,412	12,116	20	2,991	2,941	2,459
Primary Schools.																				
For Boys	29	2,037	2,133	1,371	4,349	274,206	263,364	193,861	1,565	88,750	86,881	65,509	613	25,524	21,091	19,388	17	1,163	973	756
For Girls	2	214	199	150	236	14,497	13,691	8,289	133	6,921	6,710	4,360	71	03,27	6,160	4,395	3	104	90	63
Total .	31	2,251	2,332	1,521	4,585	288,703	277,055	202,150	1,698	95,671	93,591	69,769	704	31,851	30,251	23,783	20	1,267	1,063	842
Schools for Special Instruction																				
SCHOOL EDUCATION, SPECIAL — Training Schools for Masters	4	446	396	344	..	..	..	.	2	87	88	75	1	69	56	54	..			
Training Schools for Mistresses	2	84	83	69	..	..	..	..	2	13	12	10		..	..			..	.	
Schools of Art .	1	227	227	167	..	..	..	..		.	..	..		.		..			.	
Medical Schools	3	155	138	127	..	..	..	..	..	..	..		..	..		..	.	..	..	
Engineering and Surveying Schools ..	1	19	10	16	..	.	.	.		..	..			.	.	..			..	
Industrial Schools					1	155	125	99	1	104	109	66	6	406	378	349			..	
Other Schools	35	146 (1,825)	131 (1,678)	105 (1,327)	1	9	8	7	1	.. (324)	(315)	(291)	4	124 (14)	113 (18)	90 (14)				
Total .	46	1,077 (1,825)	994 (1,678)	828 (1,327)	2	164	133	106	6	204 (324)	209 (315)	151 (291)	11	589 (14)	547 (18)	489 (14)	..	.	..	..
Total of Colleges and Schools of Public Instruction .	130	15,108 (1,825)	14,540 (1,678)	12,160 (1,327)	4,698	292,291	280,443	204,844	1,763	100,880 (324)	98 461 (315)	73,827 (291)	861	48,450 (14)	45,551 (18)	36,699 (14)	40	4,258	4,004	3,408

PRIVATE INSTITUTIONS

1	ADVANCED, TEACHING— (a) Arabic or Persian .. .. (b) Sanskrit .. .. (c) Any other Oriental Classic		
2	ELEMENTARY, TEACHING a Vernacular only or mainly	For Boys	
		,, Girls	
3	ELEMENTARY, TEACHING KURAN SCHOOLS not conforming to Departmental Standards	For Boys	
		,, Girls	
4	OTHER SCHOOLS not conforming to Departmental Standards ..	For Boys	..
		,, Girls	..
5	OTHER SCHOOLS conforming to Departmental Standards ..	For Boys	..
		,, Girls	.
		Total	.
		Grand Total	.

TABLE III.

Bombay Presidency for the Official year 1885-86.

Grand Total of Public Institutions.	Grand Total of Scholars on 31st March.	Number of Scholars on the 31st of March learning.				Classification of Scholars on the 31st of March according to Race or Creed.									Remarks.
		English.	A Classical Language.	A Vernacular Language.	Kurán.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Portuguese.	Pársis.	Jews.	Aboriginal and Hill Tribes.	Others.	
22	23	24	25	26	27	28a	28b	28c	28d	28e	28f	28g	28h	28i	29
	1,041	1,041	1,041	..	..	7	7	749	24	12	235	7	..	..	
	221	221	..	..	..	3	1	178	2	..	36	1	..	..	
	296	296	..	..	..	38	2	66	5	38	123	4	..	..	18 girls.
	116	116	..	..	..	15	6	72	..	3	19	1	..	..	
12	1,674	1,674	1,041	..	..	63	16	1,065	31	53	413	13	..	..	
	34,743	34,743	11,032	18,248	..	1,731	1,015	23,997	1,635	1,796	4,350	213	2	..	401 girls.
	2,791	2,791	54	680	..	1,465	294	121	3	485	390	33	..	..	270 boys.
377	37,536	37,536	11,086	18,828	..	3,196	1,309	24,118	1,638	2,281	4,746	246	2	..	
5,503	3,91,680	19	2,855	3,01,500	..	6	2,385	3,26,011	53,602	328	4,647	404	3,300	1	14,284 girls.
445	28,068	10	142	27,917	..	2	690	22,419	2,180	83	2,426	250	13	..	360 boys.
7,[illegible]	4,19,748	29	2,997	4,19,417	..	8	3,075	3,49,330	55,872	411	7,073	654	3,319	1	
7	592	30	487	592	..	..	51	469	69	..	..	..	..	..	
4	97	..	..	97	..	..	10	72	4	1	8	2	..	..	
11	227	..	..	..	..	10	3	142	8	22	30	6	..	..	13 girls.
3	155	155	..	..	..	..	1	124	20	4	1	5	..	..	
1	19	19	..	..	..	..	..	16	1	..	2	..	..	..	
5	665	44	..	466	..	..	47	473	95	3	41	6	..	..	1 girl.
41	279 (2,163)	90	124	16	..	5	..	258	9	4	2	1	..	..	
[illegible]	2,034 (2,163)	338	611	1,171	..	21	115	1,554	206	34	84	20	..	..	
7,[illegible]	4,60,987 (2,163)	39,577	15,736	4,89,410	..	3,288	4,515	3,70,087	57,747	2,779	12,316	933	3,321	1	14,716 girls in boys' schools. 630 boys in girls' schools.
84	988	..	988	..	..	..	..	12	926	..	50	..	..		
6	187	..	187	..	..	..	..	187	..	..	..	..	..	..	
6	107	..	107	..	..	..	..	..	..	..	107	..	..	..	
1,[illegible]	42,135	57	37	42,134		..	230	33,896	7,487	198	110	172	33	..	
11	346	..	..	346	..	..	4	187	155	.	..	..	..	..	
882	12,903	..	712	1,536	10,555	..	..	1,018	11,705	.	..	..	..	..	
0	289	.	..	..	289	..	..	..	289	..	..	..	..	..	
303	12,208	332	48	12,001		..	5	5,675	2,212	5	1,284	23	4	..	
5	820	..	..	820	..	..	2	28	90	..	700	..	.	.	
4	188	41		147	..	..	..	24	65	..	99	.	..	..	
1	66	..	..	66	..	..	.	..	..	..	66	.	.	.	
2,9[illegible]	70,140	430	2,079	57,053	10,844	..	241	44,027	23,009	203	2,428	195	37	..	2,660 girls in boys' schools. 16 boys in girls' schools.
10,45[illegible]	5,31 127	40,007	17,814	4,90,460	10,844	3,288	4,756	4,20,114	80,756	2,982	14,744	1,128	3,358	1	17,376 total girls in boys' schools. 646 " boys in girls' schools.

EDUCATION—GENERAL TABLE IV

Return of Expenditure on Educational Establishments, Bombay Presidency, for the Official year 1885-86. (Printed at pages 6 and 7 of the Report.)

EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in Public Schools for General Education in the Bombay Presidency at the end of the official year 1885-86.

Class of Schools		Number of Schools	Number of Pupils on the Rolls on 31st March.	High Stage. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation Examination			Middle Stage. Comprising all Pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage			Upper Primary Stage. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			Lower Primary Stage. Comprising all Pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all Pupils who have not passed beyond the Lower Primary Stage. Not Reading Printed Books.			Total.		
				1			2			3			4			5					
				Boys	Girls	Total.	Boys	Girls.	Total	Boys	Girls.	Total.	Boys.	Girls.	Total.	Boys	Girls	Total.	Boys.	Girls.	Total.
Secondary Schools																					
For Boys	Departmental English	45	10,538	4,987	-	4,987	5,476	...	5,476	17	...	17	58	...	58	...	...	..	10,533	...	10,538
	Local Board ... English	47	1,186	-	...	...	1,186	...	1,186	...	...	..	..	..	...	-	-	..	1,186	...	1,186
	Municipal .. English	63	2,221	144	-	144	2,076	1	2,077	...	...	...	...	...	...	...	...	-	2,220	1	2,221
	Native States . English	57	4,937	1,451	-	1 451	3 486	-	3,486	...	-	...	-	...	-	..	...	-	4,937	..	4,937
	Aided . .. English	96	12,872	3,461	45	3,506	5,545	78	5,623	1,290	111	1,401	2,084	117	2,201	109	32	141	12,489	383	12,872
	Unaided .. English	20	2,991	1,259	..	1,259	1,715	17	1,732	-	...	...	...	...	...	...	...	...	2,974	17	2,991
	Total ...	328	34,745	11,302	45	11,347	19,484	96	19,580	13,07	111	1,418	2,142	117	2,259	109	32	141	34,344	401	34,745
For Girls.	Departmental English	1	69	-	-	..	..	69	69	...	...	..	...	...	-	...	...	...	...	69	69
	Municipal ... English	1	17	..	-	...	-	17	17	...	-	...	..	..	...	...	...	...	...	17	17
	Aided . ... Engl sh	47	2,705	4	103	107	11	682	693	59	573	632	137	923	1,060	59	154	213	270	2,435	2,705
	Total	49	2,791	4	103	107	11	768	779	59	573	632	137	923	1,060	59	154	213	270	2,521	2,791
Total Secondary Schools .		377	37,536	11,306	148	11,454	19,495	864	20,359	1,368	684	2,050	2,279	1,040	3,319	168	186	354	34,614	2,922	37,536
Primary Schools.																					
For Boys	Departmental .	29	2,037	..	...	...	-	..	..	617	...	617	730	3	733	684	3	687	2,031	6	2,037
	Local Board ..	3,839	2,15,158	..	-	..	..	...	...	64,602	383	64,985	66,082	1,751	67,833	73,479	8,861	82,340	2,04,163	10,9 5	2,15,158
	Municipal ..	460	59,048	..	-	...	..	...	...	21,680	54	21,734	20 427	354	20,781	15,455	1,078	16,533	57,562	1,486	59,048
	Native States	1,565	88,750	-	-	...	..	...	..	29,528	30	29 558	34,737	160	34,897	23,585	710	24,295	87,850	900	88,750
	Aided	633	25,524	..	..	...	-	...	..	5,283	81	5,364	9,763	374	10,137	9,581	442	10,023	24,627	897	25,524
	Unaided	17	1,163	..	-	..	...	...	...	427	...	427	497	-	497	239	...	239	1,163	..	1,163
	Total .	6,503	3,91,680	..	..	..	..	-	-	1,22,137	548	1,22,685	1,32.236	2,642	1,34,878	1,23,023	11,094	1,34,117	3,77,396	14,284	3,91,680
For Girls.	Departmental	2	214	-	..	-		..	...	..	67	67	-	80	80	-	67	67	-	214	214
	Local Board .. .	119	6,300	..	...	..		-	..	3	825	828	5	2,002	2,007	24	3,441	3,465	32	6,268	6,300
	Municipal	117	8,197	..	..	-	..	..	...	3	1,560	1,563	15	2,608	2,623	16	3,995	4,011	34	8,163	8,197
	Native States	133	6,921	-	-	-	-	..	..	...	928	928	-	2,541	2,541	...	3,452	3,452		6,921	6,921
	Aided	71	6,327	-	-	-	..	...	..	73	2,115	2,188	137	2,364	2,501	84	1,554	1,638	294	6,033	6,327
	Unaided	3	104		...	..	..	...	...	..	23	23	...	31	31	..	50	50	...	104	104
	Total ...	445	28,063	...	...	-	..	..	-	79	5,518	5,597	157	9,626	9,783	124	12,559	12,683	360	27,703	28,063
Total Primary Schools ..		7,038	4,19,743	...		..	...	...	...	1,22,216	6,066	1,28,282	1,32,393	12,268	1,44,661	1,23,147	23,653	1,46,800	3,77 756	41,987	4,19,743
Grand Total ...		7,415	4,57,279	11,306	148	11,454	19,495	864	20,359	1,23,582	6,750	1,30,332	1,34,672	13,308	1,47,980	1,23,315	23,839	1,47,154	4,12,370	44,909	4,57,279

EDUCATION—GENERAL TABLE VI.

Return showing the Results of Prescribed Examinations in the Bombay Presidency during the Official year 1885-86.

Nature of Examination.	Number of Institutions sending Examinees.				Number of Examinees.					Number Passed.					Race or Creed of Passed Scholars.							
	Public Institutions under Management.	Aided Institutions.	Other Institutions.	Total.	Public Institutions under Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Public Institutions under Management.	Aided Institutions.	Other Institutions.	Private Students.	Total.	Europeans and Eurasians.	Native Christians.	Hindus.	Muhammadans.	Pársis.	Jews.	Gentoos.	Others.
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16a	16b	16c	16d	16e	16f	16g	16
Arts Colleges.																						
1. Master of Arts	2	1	...	3	9	1	...	...	10	2	1	...	...	3	..	...	2	.	1	...	..	.
2. Bachelor of Arts	2	2	...	4	81	11	...	...	92	59	10	...	...	69	2	..	57	...	10	...	...	...
3. B. Sc.	3	...	..	3	3	..	..	..	3	3	...	...	...	3	...	...	2	...	1	...	...	..
4. First B. A.	3	2	1	6	172	60	14	...	246	60	18	7	...	94	1	1	65	3	23	1	..	...
4. First B Sc.	2	...	...	2	2	...	...	..	2	2	...	...	...	2	..	...	1	..	1	..	...	...
4. Previous Examination	3	3	3	9	232	173	82	...	487	64	66	12	..	142	...	2	102	1	36	1	...	...
Colleges for Professional Training.																						
Law—																						
Bachelor of Law	1	...	...	1	36	...	...	...	36	17	...	...	...	17	..	...	16	...	1	...	...	...
Medicine—																						
1. L. M. S.	1	...	...	1	48	...	...	..	48	28	...	...	...	28	...	4	10	1	12	..	...	...
2. 2nd L. M. & S.	1	...	...	1	12	...	...	...	12	11	...	...	...	11	2	...	2	...	6	1	...	...
3. First L. M. S. (Old system).	1	...	...	1	77	...	...	...	77	47	...	...	...	47	...	3	13	1	30	..	...	...
4. First L M.& S. (New system).	1	...	...	1	71	...	...	...	71	50	...	...	...	50	3	3	25	1	17	1	...	.
Engineering—																						
1. L. C. E.	1	...	...	1	20	...	...	...	20	13	...	...	...	13	...	...	12		1	...	...	..
2. First L. C. E	1	...	...	1	23	...	...	...	23	14	..	...	...	14	...	...	13	.	...	1	...	.
Schools of General Education.																						
Matriculation ... Boys	19	25	23	67	609	389	405	838	2,241	329	185	204	109	827	12	16	647	6	142	4	...	.
Matriculation ... Girls	...	5	...	5	...	12	...	9	21	...	7	...	3	10	7	...	...	..	3	...	...	..
Public Service Certificate Examination. English	32	11	12	55	406	115	51	256	828	179	28	7	46	260	1	...	242	10	7	...	...	...
Public Service Certificate Examination. Vernacular	786	17	81	884	3,449	93	497	1,751	5,790	1,344	43	140	437	1,964	...	2	1,818	144	...	...	...	...
Schools of Special Instruction.																						
1. Training School Examination for Masters. Upper	4	...	1	5	97	..	...	3	100	95	...	...	2	97	...	1	91	5	...	...	...	...
1. Training School Examination for Masters. Lower	4	...	1	5	195	...	63	...	258	172	...	60	...	232	..	...	211	21	...	...	...	...
2. Training School Examination for Mistresses. Upper	2	...	1	3	12	.	1	...	13	11	...	1	...	12	..	.	11	.	...	.	1	...
2. Training School Examination for Mistresses. Lower	2	...	1	3	35	.	4	..	39	29	..	4	...	33	...	4	21	7	.	..	1	..
3 School of Art Examination	36	2	4	42	694	17	59	3	773	160	2	6	1	169	6	7	131	6	17	2	...	...
4. Vernacular Medical Examination	3	...	...	3	41	...	...	...	41	39	..	...	...	39	...	...	29	7	..	1		1
5 Examination in Engineering	1	.	...	1	20	.	...	...	20	13	...	...	...	13	.	.	13	...	.	..	...	.
6. Industrial School Examination	1	1	1	3	59	49	8	..	116	47	40	7	...	103	.	.	67		34	...	...	2

EDUCATION—GENERAL

Return showing the Distribution of Local and Municipal Boards Expenditure

	Objects of Expenditure.	Expenditure of Local Boards on									
		In Institutions maintained by Local Boards.									
		Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants.	Local Rates or Cesses.	Municipal Grants.	Fees.	Endowments and other Sources.	Total.
	1	2	3	4	5	6	7	8	9	10	11
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
University Education.	*Arts Colleges.*										
	English	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	...	...	...	...	...	...
School Education, General.	*Secondary Schools.*										
	For Boys (English)	47	1,186	1,082	883	2,627	941	2,352	6,097	1,083	13,100
	For Girls (English)...	...	...	...	...	...	...	...	...	...	...
	Total ...	47	1,186	1,082	883	2,627	941	2,352	6,097	1,083	13,100
	Primary Schools.										
	For Boys	3,889	2,15,158	2,04,780	1,49,504	2,53,032	5,55,631	20,126	1,35,853	1,811	9,66,453
	For Girls	119	6,300	5,964	3,600	11,730	22,165	...	1,095	640	35,630
	Total ...	4,008	2,21,458	2,10,744	1,53,104	2,64,762	5,77,796	20,126	1,36 948	2,451	10,02,083
School Education, Special.	*Schools for Special Instruction.*										
	Training Schools for Masters	...	...	...	...	...	...	...	...	...	...
	Training Schools for Mistresses...	...	...	...	...	...	...	...	...	...	...
	Medical Schools	...	...	...	...	...	...	...	...	...	...
	Industrial Schools...	1	155	125	99	1,500	...	...	...	21,840	23,340
	Other Schools	1	9	8	7	...	1,127	...	...	...	1,127
	Total ...	2	164	133	106	1,500	1,127	...	...	21,840	24,467
	Inspection	...	...	...	...	...	...	...	...	...	...
	Scholarships held in ... Arts Colleges	...	...	...	...	...	...	...	...	...	...
	Secondary Schools	...	...	...	...	...	...	...	...	...	...
	Primary Schools	...	...	...	...	...	92	...	...	70	162
	Special Schools other than Training Schools	...	...	...	...	...	...	...	...	...	...
	Buildings...	...	...	...	...	17,713	44,612	...	...	...	62,325
	Furniture and Apparatus (Special Grants only)	...	...	...	...	3,979	40	...	20	...	4,039
	Miscellaneous	...	...	...	...	...	...	...	...	...	...
	Total ...	...	...	...	...	21,692	44,744	...	20	70	66,526
	Grand Total ...	4,057	2,22,808	2,11,959	1,54,093	2,90,581	6,24,608	22,478	1,43,965	25,444	11,06,176

TABLE VII.

on Public Instruction in the Bombay Presidency for the official year 1885-86.

PUBLIC INSTRUCTION.				EXPENDITURE OF MUNICIPAL BOARDS ON PUBLIC INSTRUCTION.															
In Institutions maintained by				In Institutions maintained by Municipal Boards.										In Institutions maintained by					
The Department.	Municipal Boards	Private Persons or Associations	Total Local Fund Expenditure on Public Instruction.	Number of Institutions.	Number of Scholars on the Rolls on the 31st of March.	Average Number on the Rolls monthly during the year.	Average daily Attendance.	Provincial Grants.	Municipal Rates.	Local Board Grants.	Fees.	Endowments and other Sources.	Total.	The Department.	Local Boards	Private Persons or Associations.	Total Municipal Expenditure on Public Instruction.	Total Expenditure of Local and Municipal Boards on Public Instruction.	Remarks.
12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
Rs.	Rs	Rs	Rs					Rs	Rs.	Rs.	Rs	Rs	Rs.	Rs	Rs.	Rs	Rs.	Rs.	
.		...	.		...	.	...		..	...	...	...	...	3,000	..	.	3,000	3,000	
.						...	...	.	...	...	..	.	..	3,000	..		3,000	3,000	
...	1,782	10,090	12,822	63	2,221	2,160	1,697	3,867	14,628	1,782	6,894	22	27,193	18,380	2,352	3,958	39,318	52,140	
..	...	146	146	1	17	13	8	.	575	.		..	575	1,500	...	730	2,905	2,951	
..	1,782	10,245	12,968	64	2,238	2,173	1,705	3,867	15,203	1,782	6,894	22	27,768	19,880	2,352	4,688	42,123	55,091	
..	12,842	4,197	5,72,670	460	59,048	58,583	44,358	73,536	1,25,754	12,942	49,449	251	2,61,832	1,746	20,126	9,832	1,57,458	7,30,128	
...	1,680	223	24,068	117	8,197	7,728	4,688	7,017	20,415	1,680	109	66	35,287	.	.	1,507	27,922	51,990	
	14,522	4,420	5,96,738	577	67,245	66,311	49,046	80,553	1,52,169	14,622	49,558	317	2,97,119	1,746	20,126	11,339	1,85,380	7,82,118	
14,472	..	...	14,472	.				..	.	...	..		..	...		...		14,472	
3,178		...	3,178						.	.	.	..	..	60		..	600	3,778	
500	.	..	500	...	...		.	..	.	..	..		...	..	..	...	..	500	
...	..	.		.	.	...	.		...	..	..	..	...	.	.	883	883	883	
...	..	...	1,127	.		.	.	.					...	1,200	.	148	1,488	2,565	
18,150		...	19,277					.	.	.	.	...		1,800		1,031	2,921	22,198	
275	..	.	275		.	.			..	...	.			..	...		.	275	
24	..	..	24	...	.	.	.	..		.	..		...				.	24	
2,649		...	2,049	.	.			..	..		..		.	..	.	.	...	2,649	
...	.	..	92	.	.	..		..	102			.	102		.	497	599	691	
478		.	478		..	.	.		.		.	.			.	599	599	1,077	
...	.	...	44,612			.		2,633	2,059		.		4,697	2,900			4,959	49,571	
..	..	.	40		.		..		1,318	.	10		1,328	1,000	..	100	2,428	2,4[illegible]	
		8,000	8,000	...	.	...	..		.	..	.	..	..		...	.	..	8,000	
3,426		8,000	50,170	..		.		2,633	3,479		10	.	6,127	3,900	...	1,190	8,575	[illegible]	
21,576	16,304	22,668	6,85,153	641	69,483	68,484	50,751	87,053	1,70,851	16,334	56,462	339	3,31,014	30,416	22,478	18,254	2,41,969	9,27 [illegible]	

EDUCATION—GENERAL TABLE III.

Return of all European and Eurasian Schools and Scholars in the Bombay Presidency.

Class of Institutions	Aided by the Department or by Local or Municipal Boards				Number of Scholars on the 31st March learning			Classification of Scholars on the 31st March according to Race or Creed							Remarks
	Number of Institutions.	Number of Scholars on the Rolls on 31st March.	Average Number on the Rolls Monthly during the year	Average daily Attendance	English.	A Classical Language	A Vernacular Language	Europeans and Eurasians.	Native Christians	Hindus	Muhammadans.	Pársis	Portuguese.	Jews	
1	2	3	4	5	6	7	8	9a	9b	9c	9d	9e	9f	9g	10
Secondary Schools															
School Education, General — For boys . English .	19	1,676	1,603	1,302	1,676	365	157	1,539	16	..	..	11	74	36	276 girls u boys' schools
For girls . English ..	23	1,537	1,506	1,235	1,537	51	218	1,355	20	3	3	53	86	17	257 boys in girls' schools
Total	42	3,213	3,109	2,627	3,213	416	375	2,894	36	3	3	64	160	53	

EDUCATION—GENERAL TABLE IV.

Expenditure on Schools for Europeans and Eurasians.

Objects of Expenditure.	Aided by the Department or by Local or Municipal Boards					
	Provincial Revenues.	Municipal Funds.	Fees.	Subscriptions	Endowments and other Sources.	Total
1	2a	2b	2c	2d	2e	2
Secondary Schools	Rs	Rs	Rs	Rs	Rs	Rs
School Education, General — For Boys .. . English ..	26,626	1,320	45,820	14,681	44,041	1,32,444
For Girls . .. .. English	25,370	480	35,968	13,736	20,029	95,633
Total .	51,996	1,800	81,794	28,417	64,070	2,28,077
Scholarships held in—Secondary Schools .. .	.	..		100	360	636
Buildings	58,304		302	..	30,757	89,363
Furniture and Apparatus (Special Grants only)	..		619	603	894	2,026
Miscellaneous	5,000	.	..			5,000
Total	63,304		921	703	31,711	96,749
Total Expenditure on Public Instruction ..	1,15,300	1,800	82,715	29,120	95,801	3,24,796

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EDUCATION—GENERAL TABLE V.

Return of the Stages of Instruction of Pupils in European and Eurasian Public Schools for General Education in the Bombay Presidency at the end of the Official year 1885-86.

Class of Schools	Number of Schools.	Number of Pupils on the Rolls on 31st March	High Stage. Comprising all Pupils who have passed beyond the Lower Secondary (Middle) Stage, but have not passed the Matriculation			Middle Stage. Comprising all Pupils who have passed beyond the Upper Primary Stage, but have not passed beyond the Lower Secondary (Middle) Stage			Upper Primary Stage. Comprising all Pupils who have passed beyond the Lower Primary Stage, but have not passed beyond the Upper Primary Stage			Lower Primary Stage. Comprising all Pupils who have not passed beyond the Lower Primary Stage. Reading Printed Books.			Lower Primary Stage. Comprising all Pupils who have not passed beyond the Lower Primary Stage. Not reading Printed Books.			Total		
			1			2			3			4			5			6		
			Boys	Girls.	Total	Boys	Girls	Total	Boys.	Girls	Total	Boys	Girls.	Total	Boys	Girls.	Total	Boys	Girls.	Total
Secondary Schools																				
For Boys ...Aided ...English.	19	1,676	164	41	205	290	64	354	388	107	495	424	101	525	65	32	97	1,331	345	1,676
For Girls ...Aided ...English.	23	1,537	4	88	92	11	249	260	59	405	464	137	421	558	58	105	163	269	1,268	1,537
Total, Secondary Schools...	42	3,213	168	129	297	301	313	614	447	512	959	561	522	1,083	123	137	260	1,600	1,613	3,213

SUBSIDIARY FORM No. I.

Statistical Return of Colleges for the Official year 1885-86

District or State	Name or Class of Institutions	Number of Institutions	Number of Scholars on the Rolls on 31st March: Reading for Degree	Reading for First Arts Examination or corresponding Examination	Total	Average Number on the Rolls during the year	Average daily Attendance	Classification according to Race or Creed of the Scholars on 31st March: Europeans and Eurasians	Gánese and Native Christians	Hindus	Muhammadans.	Pársis	Others	Number of Scholars on 31st March learning: English	Latin	Sanskrit	Persian	Hebrew	Expenditure: Provincial Revenues.	Endowments	Fees	Municipal Grants	Revenues of Native States	Other Sources	Total	Annual Cost of educating each Scholar: Total Cost.	Cost to Government	Remarks
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	9a	9b	9c	9d	9e	9f	9	10	11	12
	ARTS COLLEGES																		Rs.	Rs.	Rs.	Rs	Rs	Rs	Rs	Rs. a. p	Rs a. p	
	Departmental																											
Poona ..	Deccan College, Poona .	1	19	171	190	160	138		2	170	4	12	2	190	5	162	21	2	32 560	160	10,929	..	..	..	47,649	272 12 11	203 8 0	
Bombay ..	Elphinstone College Bombay ..	1	63	195	258	250	236	.	1	166	7	81	3	258	22	120	115	1	51,124	21,089	25,299	..	..	..	97,492	389 15 5	204 7 11	
Ahmedabad	Gujarát College, Ahmedabad .	1	25	67	92	56	51	.	..	78	3	11	.	92	.	66	26		4,830	980	4,180	3,000	.	..	12,990	229 1 8	84 7 5	
	Total	3	107	433	540	466	425	.	3	414	14	104	5	540	27	348	162	3	88,514	22,209	40,248	3,000	..		1,53,971	350 6 7	189 15 1	
	Aided																											
Poona ..	Fergusson College, Poona . .	1		133	133	96	82	.	.	131	1	1	..	133	..	127	6	..	1,700	.		..	..		1,700	17 11 4	17 11 4	
Bombay .. .	St. Xavier's College, Bombay .	1	14	125	139	108	103	5	8	38	6	82		139	55	21	63	..	4,700	..	9,070	..	..	6,915	20,685	191 8 5	43 8 4	
De .. .	Free General Assembly's Institution, Bombay	1	43	118	161	137	126	2	8	102	3	44	2	161	23	89	47	2	3,000	.	6,893	..	..	17,707	27,600	201 7 4	21 14 4	
	Total ..	3	57	376	433	341	311	7	16	271	10	127	2	433	78	237	116	2	9,400		15,963	..	..	24,622	49,985	146 9 4	29 9 1	
	Maintained by Native States.																											
Kolhápur ..	Rájárám College, Kolhápur	1	4	17	21	29	28	.	..	21	..	.	..	21	..	21		..	..	950	1,362	..	5,609		7,921	273 2 2	....	
Rájkot .. .	Sámaldás College, Bhávnagar .	1	.	47	47	27	19	..	..	43	..	4	..	47	..	47		..	.		840	..	19,483	..	20,323	752 11 3	.	
	Total	2	4	64	68	56	47		.	64	..	4		68		68	.	.	.	950	2,202		25,092	..	28,244	504 5 9	....	
	Grand Total, Arts Colleges .	8	168	873	1,041	863	783	7	19	749	24	235	7	1,041	105	653	278	5	97,914	23,159	58,413	3,000	25,092	24,622	2,32,200	269 1 0	113 7 4	
	COLLEGES OR DEPARTMENTS OF COLLEGES FOR PROFESSIONAL TRAINING																											
	Departmental																											
Poona	Law School, Poona	1		48	48	37	42	1	1	41	..	5	..	48	..	..	..	..	420	..	998	..	..	..	1,418	38 5 2	11 5 7	
Bombay .. .	Do. Bombay	1	49	124	173	144	121	2	..	137	2	31	1	173		..	..	..	3,428	2,169	5,700	.	..	.	11,297	78 7 3	23 12 11	
	Total ..	2	49	172	221	181	163	3	1	178	2	36	1	221	..	.	..	.	3,848	2,169	6,698	..	.	.	12,715	70 4 0	21 4 2	
Bombay	Grant Medical College, Bombay	1	77	*219	296	284	275	38	40	86	5	123	4	296	..	.	.	.	— 3,529	1,804	26,880	..	..	..	25,155	88 9 2	....	
Poona ..	College of Science, Poona	1	35	91	116	112	96	15	9	72		19	1	116	..	..	..	.	57,856	..	5,872	..	..	..	63,728	569 0 0	516 9 1	
	Total, Professional Colleges ..	4	151	482	633	577	534	56	50	336	7	178	6	633	..	..	..		58,175	3,973	39,450	..	..	..	1,01,893	176 1 3	100 13 2	
	Grand Total of all Colleges ..	12	319	1,355	1,674	1,440	1,317	63	69	1,085	31	413	13	1,674	105	653	278	5	1,56,089	27,132	97,863	3,000	9 2	24,622	3,33,796	231 12 10	108 6 3	

* Inclusive of 44 military pupils and 18 female students attending non University classes.

SUBSIDIARY FORM No. 2.

SUBSIDIARY

Statistical Return of High and Middle Schools (English)

District or State.	Name or Class of Institutions	Number of Institutions.	No of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed						No of Scholars on the 31st March				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians	Hindus	Muhammadans	Pārsis	Others	English	Latin	Sanskrit	Persian	Marāthi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	CENTRAL DIVISION.																	
	Departmental																	
Poona	Poona High School .	1	439	176	615	613	529	...	11	526	21	52	5	615	4	270	134	207
	Poona Camp School ..	1	..	92	92	93	83	...	..	2	28	62	..	92	.		...	
	Second Grade School .	1		24	24	29	10	...	3	14	7	...	..	24		...	.	...
	Local Board																	
	Second Grade School ..	1	.	14	14	15	13	.	..	12	2	..		14	..	...		..
	Municipal Board.																	
	Second Grade Schools .	5	...	166	166	153	117		..	159	7	.	..	166		.	..	
	Aided																	
	Bishop's High School	1	27	97	124	113	103	116			...		8	124	58	..	.	...
	Saint Vincent's School	1	18	249	267	281	240	26	169	15	13	37	7	267	63		.	.
	Poona Mission Institution	1	75	110	185	176	144	.	11	101	2	1	10	185		33	12	140
	Poona Native Institution.	1	280	227	507	491	478	...		486	15		7	507	5	115	20	475
	New English School	1	622	364	986	921	776	..	...	979	4	3	.	986		559	33	394
	Kirkee Cantonment School	1		18	18	20	16		.	7	1	10		18				
	Camp Mission School	1	12	65	77	95	69	.		69	6	1	1	77	.	...	...	77
	G I P Lonávla	1	4	64	68	63	53	56	8			4	..	68		...	.	...
	Conference School	1	5	20	25	35	28	23	..	..		2	...	25	5		2	...
	Total, Poona District ..	18	1,482	1,686	3,168	3,098	2,659	221	202	2,429	106	172	38	3,168	135	977	201	1,293
Sholapur.	*Departmental.*																	
	Sholápur High School .	1	104	144	248	228	202	..	1	233	8	6		248		85	6	155
	Pandharpur School ...	1	17	48	65	57	48	...	...	64	1		...	65		17	. .	48
	Bársi School ..	1	7	38	45	39	34	1	...	41	3	...	..	45		7	...	38
	Local Board																	
	Second Grade Schools .	2		38	38	40	31	...	...	37	1		.	38	...			..
	Municipal Boards.																	
	Second Grade School	1		29	29	23	18	.	.	27	2	.		29	...	...		..
	Aided																	
	G I P Railway School...	1		30	30	29	19	* 26	4	..			.	30		...	.	.
	Native States																	
	Akalkot Second Grade	1		63	63	53	45	...	..	60	3			63	.		..	
	Mundargi do	1		6	6	5	4			6				6	...		...	.
	Total, Sholápur District	9	128	396	524	474	401	27	5	468	18	6		524		109	6	241
Sátára.	*Departmental*																	
	Sátára High School ...	1	196	168	364	328	297	...	1	343	10	9	1	364		182	3	179
	Municipal Boards																	
	Second Grade Schools .	5	..	87	87	104	86	..	..	86	1		.	87				
	Aided.																	
	Panchgani High School .	1	6	36	42	45	39	40	2	..		...		42	14	...	...	..
	Native States																	
	Bhor 2nd Grade School .	1	4	32	36	54	45	...	...	36	..			36	.	..	.	. .
	Phaltan 2nd Grade School	1	16	59	75	67	56		...	73	2	.		75	...	16	...	59
	Unaided																	
	New English School	1	142	113	255	231	200	..	.	249	4	2		255	..	...	...	...
	Total, Sátára District .	10	364	495	859	829	723	40	3	787	17	11	1	859	14	198	3	238

FORM No. 2.

for Boys for the Official year 1885-86.

Learning					Expenditure.								Annual cost of educating each Scholar.		Numbers passed.		Remarks.
Gujarátí.	Hindustání.	Hebrew.	Kánarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V & Anglo-Vernacular Standard III.)	
8*g*	8*h*	8*i*	8*j*	8*k*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	7,729	..	...	14,920	...	...	...	22,649	36 15 2	12 9 9	37	28	
64	28	..	...	...	1,907	...	...	1,415	...	...	...	3,322	35 11 8	20 8 1	...	18	
...	...	...	...	...	— 9	...	...	...	528	...	...	519	17 14 4	...	...	...	
...	...	...	...	...	...	...	...	...	66	...	...	66	4 6 5	...	...	...	
...	...	...	...	...	106	...	522	438	...	...	...	1,066	6 15 6	0 11 1		8	
...	...	...	...	...	3,038	...	...	5,302	...	...	414	8,754	77 7 6	26 14 2	5	6	
...	...	...	...	...	2,167	...	...	3,171	...	...	...	5,340	19 0 1	7 11 5	1	4	
...	...	...	...	...	1,013	...	...	1,063	2,734	...	...	4,810	27 5 3	5 12 1	4	5	
...	...	...	10	...	2,696	...	360	2,809	837	...	...	6,702	13 10 5	5 7 10	14	13	
...	...	...	...	...	7,702	...	600	8,636	850	...	51	17,899	19 6 11	8 6 10	44	23	
...	...	...	...	...	381	...	...	...	...	...	...	381	19 0 10	19 0 10	...	1	
...	...	...	...	...	490	..	...	742	431	...	...	1,663	17 8 1	5 2 6	...	4	
...	...	...	...	...	...	...	...	439	...	...	4,196	4,635	73 9 2	.	..	...	33 girls and 35 boys.
...	...	...	...	...	561	...	...	980	35	...	173	1,749	49 15 6	16 0 5	...	2	11 girls and 14 boys.
64	28	...	10	...	27,841	...	1,482	39,917	5,481	...	4,834	79,555	25 10 10	8 15 10	105	112	
...	...	...	2	...	1,654	...	1,000	3,456	...	...	...	6,110	26 12 9	7 4 0	7	22	
...	...	...	...	...	287	..	1,068	777	...	...	...	2,132	37 6 5	5 0 7	...	8	
...	...	...	...	...	381	...	600	539	...	...	...	1,520	38 15 7	9 12 4	...	6	
...	...	...	...	...	...	...	...	64	138	...	...	202	5 0 10	...	..	5	
...	...	...	...	...	...	..	2	18	...	...	...	20	0 13 11	...	...	2	
...	...	...	...	...	157	...	...	119	305	...	...	581	23 7 9	5 6 7	...	...	9 girls and 21 boys.
...	...	..	...	...	...	...	...	...	...	528	...	528	9 15 5	...	...	8	
...	...	...	..	...	Expenditure		included	in	Primary	Boys'	School	as it	cannot be	separated.	...	...	
...	...	...	2	..	2,479	...	2,670	4,973	443	528	...	11,093	23 6 5	5 3 8	7	51	
...	...	...	..	...	5,197	...	...	5,311	...	...	...	10,508	32 0 7	15 13 6	13	36	
...	..	...	...	...	236	...	133	171	...	...	...	540	5 3 1	2 4 4		1	
...	...	..	..	...	417	..	...	1,856	...	...	260	2,533	56 4 7	9 4 3	.	2	Boys. Girls. 22 20
...	...	...	..	...	...	760	...	...	...	...	...	760	14 1 2	...		7	
...	...	...	...	...	...	477	465	106	...	...	...	1,048	15 10 3	...			
...	...	...	...	...	...	...	...	2,325	130	...	...	2,455	10 10 1	...	..		
...	..	..	...	..	5,850	1,237	598	9,769	130	...	260	17,844	21 8 5	7 0 10	13	46	

SUBSIDIARY FORM

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars on the 31st March				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Oceanee and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	CENTRAL DIVISION —*continued.*																	
	Departmental.																	
Ratnágiri.	Ratnágiri High School ...	1	171	59	230	244	216	...	...	224	6	...	...	230	...	157	...	...
	Municipal Boards.																	
	Second Grade Schools ...	2	...	114	114	98	80	...	...	107	7	...	...	114	...	...	...	..
	Aided.																	
	S. P. G. Mission Dápoli.	1	36	69	105	83	72	..	11	94	...	...	...	105	4	32	...	...
	Private School, Guhágar.	1	..	23	23	37	31	...	...	23	...	...	...	23	...	..	...	...
	American Mission ...	1	19	98	117	83	67	...	..	114	3	...	...	117	...	19	...	...
	Native State.																	
	Sávantvádi High School.	1	92	118	210	199	164	...	7	194	9	...	...	210	2	82	2	...
	Unaided.																	
	English School	1	...	95	95	70	62	...	1	89	5	...	...	95	...	26	...	...
	Total, Ratnágiri District.	8	318	576	894	814	692	...	19	845	30	...	...	894	6	316	2	...
	Departmental.																	
Thána.	Byrámji Jijibhoy School.	1	158	151	309	271	223	...	8	271	8	14	8	309	4	93	46	...
	Kalyán School	1	22	67	89	78	66	...	...	81	2	4	2	89	...	22	...	...
	Local Boards.																	
	2nd Grade Schools ...	5	...	110	110	105	86	...	...	106	...	4	...	110	...	...	...	...
	Municipal Boards.																	
	2nd Grade Schools ...	5	7	118	125	139	114	...	10	111	3	1	...	125	...	...	...	...
	Aided.																	
	St. Stanislaus, Bándra ...	1	...	232	232	250	225	2	211	...	2	17	...	232	...	...	...	...
	St. Thomas, Bándra ...	1	...	186	186	101	101	...	177	4	2	3	...	186	...	...	...	...
	Unaided.																	
	Central English School.	1	...	28	28	18	12	3	20	3	1	...	1	28	...	...	...	...
	Total, Thána District...	15	187	892	1,079	962	827	5	426	576	18	43	11	1,079	4	115	46	..
	Local Board.																	
Kolába.	2nd Grade School ...	1	...	31	31	28	21	...	...	31	...	...	...	31	...	...	...	...
	Municipal Board.																	
	2nd Grade Schools ...	4	...	107	107	127	104	...	...	102	3	...	2	107	..	...	...	...
	Aided.																	
	Free Church, Alibág ...	1	50	98	148	133	103	...	3	139	4	..	2	148	...	31	...	...
	American Mission Roha .	1	23	43	66	58	50	...	...	59	1	1	5	66	...	...	...	...
	Total, Kolába District...	7	73	279	352	346	278	...	3	331	8	1	9	352	...	31	...	..

No. 2—*continued.*

Learning						Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Hebrew.	Kánarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation examination.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III.).	
8*f*	8*g*	8*h*	8*i*	8*j*	8*k*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
73	...	...	...	...	...	4,365	...	...	4,019	...	...	19	8,403	34 7 0	17 14 3	16	9	
...	...	...	...	...	...	...	...	291	501	...	...	...	792	7 10 9	...	...	3	
105	...	...	...	...	...	265	...	...	803	...	...	374	1,442	17 5 11	3 3 1	...	9	
...	...	...	...	...	..	259	...	...	250	...	...	...	509	13 12 1	7 0 0	...	5	
98	...	...	...	...	...	...	...	...	354	...	...	306	660	7 15 2	...	...	1	
124	...	...	...	...	...	...	2,477	...	1,800	...	...	25	4,302	21 9 10	...	11	13	
95	...	...	...	...	...	...	...	...	567	...	...	...	567	8 1 7	...	...	...	
495	...	...	...	...	...	4,889	2,477	291	8,294	...	...	724	16,675	20 7 9	6 0 1	27	40	
166	...	...	...	...	...	3,505	...	...	5,676	...	...	...	[9,181	33 14 0	13 4 11	8	15	
67	..	...	...	...	...	1,658	...	1,200	1,096	...	...	...	3,954	50 11 1	21 4 1	..	5	
...	...	...	...	...	..	...	...	...	795	...	...	...	795	7 9 1	...	..	6	
...	...	...	...	...	...	326	...	...	504	...	...	...	830	5 15 6	2 5 6	...	5	Girl. Boys. 1 124
26	...	...	...	...	...	...	...	...	1,538	160	...	8,407	10,105	40 6 8	...	...	6	
...	...	..	...	...	...	312	...	...	691	212	...	...	1,215	12 0 5	3 1 5	...	...	
...	...	...	...	...	...	...	...	...	115	...	...	252	367	20 6 2	...	..	...	
259	...	...	...	...	...	5,801	...	1,200	10,415	372	.	8,659	26,447	27 7 10	6 0 6	8	37	Boys. Girls. 25 3
...	...	...	...	...	...	12	...	...	180	...	...	...	192	6 13 8	0 6 10	...	1	
...	...	...	...	...	...	...	...	36	456	...	...	...	492	3 13 11	...	...	1	
117	..	...	...	...	...	593	...	...	1,095	130	...	3,498	5,316	39 15 6	4 7 4	...	5	
66	...	...	...	...	...	...	...	...	500	86	...	1,137	1,723	29 11 3	...	...	3	
183	...	...	...	...	..	605	...	36	2,231	216	...	4,635	7,723	22 5 1	1 11 11	.	10	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.							Number of Scholars on the 31st March				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.		English.	Latin.	Sanskrit.	Persian.	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f		8a	8b	8c	8d	8e
Island of Bombay.	CENTRAL DIVISION —*continued.*																		
	Departmental.																		
	Elphinstone High School.	1	963	...	963	955	893	...	1	569	40	347	6		963	41	325	558	...
	Fort Branch School ..	1	...	224	224	237	212	...	...	68	5	151	...		224	...	...	...	...
	Jagannáth Shankarseth...	1	...	291	291	273	247	...	...	291	..	...	...		291	...	...	...	...
	Gokaldás Tejpál School ..	1	...	238	238	244	218	...	...	186	6	46	...		238	...	...	...	...
	Fanaswádi School ...	1	...	386	386	406	367	...	...	380	3	.	3		386	...	...	...	...
	Chandanwádi School .	1	...	258	258	266	236	...	...	124	15	119	...		258	...	...	...	...
	Local Board.																		
	Maráthi 2nd Grade ...	3	...	199	199	171	132	...	...	191	1	...	7		199	...	...	...	...
	Gujaráti 2nd Grade ...	3	...	96	96	94	81	...	...	89	4	3	...		96	...	...	...	...
	Aided.																		
	St. Mary's (European) ...	1	13	204	217	225	207	193	24	...	...	...	...		217	76	...	...	...
	Ditto (English-teaching)	1	3	253	256	236	211	...	217	9	13	14	3		256	59	...	...	...
	John Connon School ...	1	18	82	100	87	74	89	7	...	...	3	1		100	13	...	...	...
	Scottish Society's ...	1	39	145	184	164	146	155	13	...	...	1	15		184	58	...	...	...
	Scottish Orphanage ...	1	15	66	81	76	73	80	1	...	...	...	...		81	1	..	...	...
	St. Xavier's ...	1	82	1,185	1,267	1,042	935	52	885	151	55	118	6		1,267	1,255	8	1	...
	Education Society's	1	13	148	161	161	138	161	...	...	...	...	..		161	...	...	...	...
	Robert Money Institution.	1	97	66	163	142	115	...	7	130	7	...	19		163	1	23	18	...
	General Assembly's	1	158	107	265	241	192	...	28	221	13	2	1		265	...	47	14	...
	Free General Assembly's.	1	199	127	326	275	233	...	12	211	31	69	3		326	39	68	68	5
	Párai Benevolent	1	246	270	516	464	428	...	...	...	...	516	...		516	...	...	246	...
	St Peter's School ...	1	11	75	86	86	77	78	8	...	...	..	...		86	41	...	...	...
	Antonio da Silva's ...	1	4	403	407	360	270	1	294	80	8	23	1		407	32	...	...	64
	Cathedral High School ...	1	37	137	174	160	141	159	6	.	...	1	5		174	62	...	...	...
	Bombay High School ..	1	91	96	187	167	146	...	...	13	1	173	...		187	...	...	78	...
	Private English School ..	1	92	102	194	139	104	...	...	193	1	...	...		194	1	81	...	...
	Indo British Institution .	1	...	54	54	51	46	50	4	...	...	...	...		54	3	...	...	...
	Frámji Nasarwánji ...	1	...	105	105	93	86	...	...	6	1	98	...		105	...	...	...	...
	Anglo Jewish School ..	1	13	31	44	38	38	...	...	...	...	...	44		44	...	...	...	...
	Anjuman-i-Islám ..	1	39	100	139	146	118	...	...	...	139	...	. ..		139	...	...	...	...
	American Mission School.	1	14	25	39	37	33	...	39	...	...	...	...		39	...	6	. .	...
	Khetwádi School... ...	1	...	17	17	23	20	...	...	...	..	17	...		17	...	...	...	...
	Victoria School	1	...	32	32	25	22	...	...	16	...	16	...		32	...	...	...	...
	Rastomji Jamsetji ...	1	...	69	69	61	57	...	...	...	...	69	...		69	...	...	...	...
	S. P. G. Mission	1	15	40	55	69	43	...	...	6	49	..	..		55	...	...	15	...
	Mugbhát School	1	...	81	81	78	62	...	...	81	...	...	..		81	...	...	...	...
	Pársi Seminary	1	...	17	17	20	19	...	...	4	2	11	...		17	...	...	...	...
	Mancherji Cowasji Kutár.	1	...	8	8	8	6	...	...	4	...	4	..		8	...	...	..	...
	Potdár's School	1	...	37	37	37	28	...	...	37	...	..	...		37	...	...	...	...
	Unaided.																		
	Gokaldás Tejpál	1	...	196	196	182	147	...	...	108	88	...	...		196	...	...	...	...
	Prabhu Seminary ...	1	27	111	138	119	95	...	...	138	...	...	...		138	...	11	10	...
	J. D. Bhendi Bázár ..	1	..	49	49	52	46	...	...	25	2	22	...		49	...	...	...	...
	J. D. Khetwádi School .	1	...	56	56	74	64	...	...	17	3	36	...		56	...	...	...	...
	Proprietary School ...	1	352	173	525	518	417	.	...	53	7	465	...		525	...	.	...	...
	Fort High School ...	1	376	293	669	687	637	...	...	89	40	540	...		669	7	5	637	...
	Fort Imperial School ...	1	14	37	51	33	23	...	...	25	5	21	...		51	...	...	13	...
	Anglo-Portuguese School.	1	42	62	104	119	100	...	100	...	1	3	...		104	25	..	...	3
	Kámátipura School .	1	...	26	26	19	15	...	...	26	..	...	...		26	...	...	..	...
	Chandanvádi School	1	...	29	29	36	33	...	...	...	...	29	...		29	...	..	...	...
	Chandanvádi High School	1	161	147	308	313	244	...	...	38	12	258	...		308	..	...	..	...
	Total, Island of Bombay.	52	3,134	6,953	10,087	9,507	8,272	1,018	1,646	3,579	552	3,175	117		10,087	1,714	574	1,058	72
	Total, Departmental ...	16	2,077	2,364	4,441	4,361	3,881	1	25	3,417	163	810	25		4,441	49	1,158	747	...
	Total, Local Boards ...	15	...	488	488	453	364	...	...	466	8	7	7		488	...	...	...	...
	Total, Municipal Boards.	22	7	621	628	644	519	..	10	592	23	1	2		628	.	...	..	...
	Total, Aided	47	2,376	6,111	8,487	7,725	6,679	1,307	2,141	3,311	373	1,214	141		8,487	1,790	1,022	507	69
	Total, Native States ...	5	112	278	390	378	314	...	7	369	14	...	...		390	2	98	2	...
	Total, Unaided	14	1,114	1,415	2,529	2,469	2,095	3	121	860	168	1,376	1		2,529	32	42	660	3
	Grand Total, C. D. ...	119	5,686	11,277	16,963	16,030	13,852	1,311	2,304	9,015	749	3,408	176		16,963	1,873	2,320	1,916	72

No. 2—*continued.*

learning						Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks
Marāthi.	Gujarāti.	Hindustāni.	Hebrew.	Kānarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III.)	
8f	8g	8h	8i	8j	8k	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
11	21	.	3	1	3	7,882	...	...	37,796	...	...	4,901	50,579	52 4 11	8 4 0	62		
...	224	...	...	...	...	491	...	...	6,839	...	...	...	7,330	30 14 10	2 1 1	...	40	
291	...	...	...	...	...	825	...	...	4,459	...	...	...	5,284	19 5 8	3 0 4	...	27	
...	238	...	...	...	...	422	...	...	4,520	300	...	403	5,645	23 2 2	1 11 8	...	18	
386	..	...	...	...	...	— 129	...	...	6,099	...	...	...	5,970	14 11 3	..	..	86	
...	258	...	...	...	...	— 855	...	...	5,064	...	...	...	4,209	15 13 2	...	...	18	
...	...	...	...	...	...	...	...	338	1,036	...	...	...	1,374	8 1 3	...	...	9	
...	...	...	...	...	...	...	...	156	992	...	...	...	1,148	12 3 4	...	...	...	
...	...	...	...	...	..	2,703	...	...	4,037	..	..	...	6,740	29 15 3	12 0 2	27	13	
...	...	...	...	...	...	2,342	...	...	3,353	...	...	...	5,695	24 2 1	9 14 9		10	
...	...	...	...	...	11	...	...	...	3,403	...	...	4,172	7,575	87 1 0	...	...	1	Boys. Girls. 56 44
...	...	...	...	...	13	...	...	...	8,977	...	...	3,833	12,810	78 1 7	...	3	6	121 63
42	...	...	...	...	6	1,459	...	...	3,112	8,957	...	5,978	19,506	250 10 5	19 3 0	..	7	39 42
3	...	...	...	...	...	9,263	...	...	18,894	210	...	180	28,547	27 6 3	8 14 1	...	21	
...	...	79	...	..	..	2,778	...	..	415	2,004	...	9,313	14,510	90 1 11	17 4 0	...	14	
121	...	...	...	...	...	1,803	...	...	2,272	...	...	9,261	13,336	93 14 7	12 11 0	5	1	
223	...	..	...	...	...	...	...	..	3,526	...	...	8,713	12,239	50 12 6	...	5	6	
165	118	32	4	10	...	2,260	...	...	5,696	..	...	2,700	10,650	38 11 10	8 3 4	22	8	
...	270	..	...	.	...	2,824	...	...	479	1,352	...	10,026	14,681	31 10 3	6 1 3	13	48	
...	...	...	...	..	...	1,803	...	...	2,774	603	...	470	5,650	65 11 0	20 15 4	1	3	
...	...	...	...	...	...	...	...	...	1,528	...	...	2,580	4,108	11 6 7	...	...	3	
...	...	...	...	..	4	3,032	...	...	6,053	...	...	..	9,085	56 12 6	18 15 2	2	4	
...	109	...	...	...	...	2,181	...	..	3,596	...	...	209	5,986	35 13 5	13 8 11	3	10	
112	...	...	...	...	...	478	...	...	1,239	185	...	545	2,447	17 9 7	3 6 11	1	7	
...	...	...	...	...	..	...	..	...	...	1,261	...	2,774	4,035	79 1 9	...	...	...	
...	105	...	...	...	...	750	...	...	899	...	...	180	1,829	19 10 7	8 1 0	...	14	
44	...	...	44	...	...	858	...	...	...	1,852	...	...	2,710	71 5 0	22 9 1	...	4	
..	...	139	...	...	...	5,000	..	...	571	...	...	...	5,571	38 2 5	34 3 10	...	...	
39	...	...	...	...	...	395	...	...	160	500	...	1,255	2,310	62 6 11	10 10 9	...	4	Boys. Girls.
...	17	...	...	...	...	47	...	...	169	...	...	...	216	9 12 3	2 0 8	...	...	26 13
...	...	...	...	...	...	164	...	...	148	...	...	...	312	12 7 8	6 9 0	...	...	
...	69	..	..	...	...	830	...	...	...	884	...	...	1,714	28 1 5	13 1 0	...		
...	..	55	...	...	...	...	...	..	337	...	...	820	1,157	16 11 2	...	...	4	
81	...	...	...	...	...	..	...	...	675	..	...	318	993	12 11 3	...	...	8	
...	17	...	...	...	..	...	68	...	300	...	...	3	371	18 8 10	...	...	2	Boys. Girl.
...	8	...	...	...	...	...	...	...	84	...	...	74	158	19 12 0	...	...	...	
...	..	..	...	...	...	..	...	..	287	...	...	249	536	14 7 8	...	...	1	7 1
...	...	...	...	...	...	...	...	...	1,317	..	...	1,364	2,681	14 11 8	...	...	...	
...	...	..	...	...	...	...	...	...	1,099	452	...	...	1,551	13 0 6	..	...	...	
...	...	...	...	...	...	..	...	...	...	...	...	600	600	11 8 6	...	...	17	
...	...	.	...	...	...	...	...	...	...	...	...	420	420	5 10 9	...	...		
...	..		...	..	...	...	..	...	11,200	...	...	...	11,200	21 9 11	...	26	...	
...	20	..	...	...	...	...	...	...	24,084	...	...	...	24,084	3 9 9	...	39	...	
...	14		..	...	...				Not given.					..	...	1	...	
...	...	...	...	...	...	...	...	...	760	...	...	1,630	2,390	20 1 3	..	...	..	
...	.	...	...	..	...	...	...	...	140	..	...	16	156	8 3 4	...	..	..	
...	29	...	...	..	...	...	...	...	135	...	...	36	171	4 12 0	...	..	..	Boys. Girls.
...	...	...	...	.	...	...	...	...	7,185	...	...	405	7,590	24 6 5	...	3	..	15 14
1,518	1,517	305	51	11	37	49,606	68	494	1,85,709	18,560	...	73,428	3,27,165	34 6 7	5 3 4	213	414	
1,621	805	28	3	3	3	35,310	...	3,868	1,01,986	828	..	5,323	1,47,315	33 12 4	8 1 5	143	336	
...	...	...	..	..	..	12	..	494	3,067	204	...	...	3,777	7 0 2	0 0 4	..	21	
...	...	...	...	...	...	668	...	984	2,088	...	...	...	3,740	5 12 9	1 0 6	..	20	
2,328	713	305	48	20	34	61,081	68	960	1,03,334	23,588		82,469	2,71,500	35 2 3	7 14 4	150	288	
183	...	...	...	...	...	...	3,714	465	1,906	...	528	25	6,638	17 8 11	...	11	28	
96	63	...	...	...	...	...	...	...	48,927	582	...	4,723	54,232	21 15 4	...	69	17	
4,227	1,581	333	51	23	37	97,071	3,782	6,771	2,61,308	25,202	528	92,540	4,87,202	30 6 3	6 0 10	373	710	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars on the 31st March				
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	NORTH-EAST DIVISION.																	
	Departmental.																	
KHANDESH.	Dhulia High School ...	1	164	106	270	267	251	...	3	252	9	6	...	270	...	141	8	...
	Local Boards.																	
	2nd Grade Schools ..	3	...	29	29	39	32	...	...	29	...	...	...	29	...	..	...	...
	Municipal Boards.																	
	2nd Grade Schools .	14	10	341	351	370	309	...	...	336	15	...	..	351	...	10	...	...
	Aided.																	
	G. I. P. Bhusával ...	1	...	50	50	40	27	45	5	..	...	...	...	50	...	...	...	...
	Private School, Nasirabad.	1	6	26	32	31	25	...	..	31	1	...	...	32	...	...	...	...
	Total ...	20	180	552	732	747	644	45	8	648	25	6	...	732	...	151	8	...
	Departmental.																	
AHMEDNAGAR.	Ahmednagar High School.	1	192	...	192	156	133	3	...	172	13	4	...	192	1	93	58	...
	Do. 1st Grade	1	...	175	175	169	156	...	3	151	15	3	3	175	...	...	...	...
	Local Boards.																	
	2nd Grade Schools ...	3	...	74	74	77	60	...	...	70	4	...	...	74	...	...	...	...
	Municipal Board.																	
	2nd Grade School	1	...	21	21	27	21	...	...	21	.	...	...	21	...	...	...	...
	Aided.																	
	American Mission School.	1	96	89	185	154	122	1	25	126	26	5	2	185	...	45	45	..
	Private School*	1	18	85	103	113	97	...	3	93	7	...	...	103	..	5	...	...
	S. P. G. Mission School...	1	9	37	46	42	30	...	46	...	.	...	...	46	..	...	...	...
	Total ...	9	315	481	796	738	621	4	77	638	65	12	5	796	1	143	103	...
	Departmental.																	
NASIK.	Násik High School ..	1	152	193	345	329	276	.	...	327	16	2	...	345	...	126	11	
	Local Boards.																	
	2nd Grade Schools ..	3	..	54	54	60	53	..	...	52	1	1	...	54	.	...	...	...
	Municipal Boards.																	
	2nd Grade Schools ..	4	38	103	141	149	113	..	1	137	3	...	.	141	...	28	...	...
	Aided.																	
	St. Joseph's, Igatpuri ...	1	...	70	70	63	45	2	37	13	2	16	...	70	5	...	...	...
	G I P., Igatpuri ...	1	...	41	41	48	39	41	...	...	..	..	...	41	..	...	...	...
	C. M. S.'s, Sharánpur ..	1	...	16	16	15	12	...	16	..	.	...	...	16	..	...	...	...
	C. M. S.'s, Camp Devláli.	1	...	14	14	10	8	...	5	7	2	..	..	14	...	...	...	...
	C. M. S.'s, Nándgaon ...	1	..	17	17	15	10	...	2	13	2	...	..	17	...	...		..
	C. M. S.'s, Manmád	1	..	21	21	17	13	...	...	19	2		...	21	...	...	..	...
	Ditto. English-teaching	1	...	7	7	5	3	2	3	...	.	2	.	7	...	..	...	..
	Total	15	190	536	726	711	572	45	64	568	28	21	...	726	5	154	11	...
	Total, Departmental .	4	508	474	982	921	816	3	6	902	53	15	3	982	1	360	77	...
	Total, Local Boards ...	9	...	157	157	176	145	...	...	151	5	1	...	157	.	..	...	...
	Total, Municipal Boards .	19	48	465	513	546	415	.	1	494	18	...	..	513	...	38	.	...
	Total, Aided	12	129	473	602	553	431	91	142	302	42	23	2	602	5	50	45	...
	Grand Total, N. E. D. ...	44	685	1,569	2,254	2,196	1,837	94	149	1,849	118	39	5	2,254	6	448	122	...

No. 2—*continued.*

learning.						Expenditure.								Annual Cost of educating each scholar.		Numbers passed.		Remarks.
Marathi.	Gujarati.	Hindustani.	Hebrew.	Kánarese.	French.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo Vernacular Standard III.)	
8*f*	8*g*	8*h*	8*i*	8*j*	8*k*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
120	1	...	...	...	...	4,717	...	...	3,901	..	...	965	9,583	35 14 3	17 10 8	9	26	
29	...	...	...	...	...	...	668	1,297	141	...	...	...	2,106	54 0 0	...	...	6	
341	...	...	...	...	...	788	613	537	1,407	...	...	...	3,345	9 0 8	2 2 1	...	27	
...	...	...	...	...	...	...	...	...	325	...	...	2,291	2,616	65 6 5	...	...	...	Boys. Girls
32	...	...	...	..	...	...	...	...	74	...	...	...	74	2 6 2	...	...	1	26 24
522	1	...	...	...	...	5,505	1,281	1,834	5,848	...	..	3,256	17,724	23 11 8	7 5 11	9	60	
40	...	...	...	...	...	3,780	...	240	3,135	...	...	...	7,155	45 13 10	24 3 8	10	...	
148	...	27	...	...	...	1,197	..	300	1,800	...	...	...	3,297	19 8 2	7 1 4	...	30	
74	...	...	...	...	...	...	273	50	517	...	...	...	840	10 14 7	...	...	5	
21	...	...	...	...	...	.	108	...	83	...	...	...	191	7 1 2	...	...	5	
102	...	11	...	...	...	703	...	...	1,351	3,647	...	...	5,701	37 0 4	4 9 0	8	...	184 1
79	...	19	...	...	...	183	...	...	610	84	...	...	877	7 12 2	1 9 10	...	2	
46	...	...	...	...	...	211	...	..	...	..	...	797	1,008	24 0 0	5 0 5	...	...	
510	...	57	...	...	...	6,074	381	590	7,496	3,731	...	797	19,069	25 13 5	8 3 8	18	42	
187	...	19	..	2	...	4,454	...	420	4,870	...	...	...	9,744	29 9 10	13 8 7	7	40	
54	...	...	...	...	...	...	...	511	199	240	...	...	950	15 13 4	..	...	13	
113	...	...	...	...	...	855	...	904	754	...	...	...	2,513	16 13 10	5 11 10	...	21	
...	...	...	...	...	...	361	...	...	445	267	...	21	1,094	17 5 10	5 11 8	...	1	Boys. Girls.
...	...	...	..	...	...	518	...	...	378	...	...	1,996	2,892	60 4 0	10 12 8	...	...	24 17
16	...	...	...	...	...	...	...	...	1	...	..	403	404	26 14 11	..	.	...	
14	...	...	...	...	...	...	...	...	15	...	...	115	130	13 0 0	..	...	...	
17	...	...	..	...	...	...	...	...	69		...	302	371	24 11 9	...	...	...	
21	...	...	...	...	...	...	...	...	95	...	...	280	375	22 0 11	...	...	...	
...	...	...	...	...	...	12	...	...	27	..	...	91	130	26 0 0	...	...	...	5 2
422	...	19	...	2	...	6,200	.	1,835	6,853	507		3,208	18,603	26 2 8	8 11 6	7	75	
496	1	46	...	2	...	14,148	...	960	13,706	...	...	965	29,779	32 5 4	15 5 9	26	96	
157	...	..	...	...	...	...	941	1,858	857	240	...	...	3,896	22 2 2	...	..	24	
475	...	..	...	...	...	1,643	721	1,441	2,244	...	...	...	6,049	11 1 3	3 0 2	.	53	
327	...	30	...	...	...	1,988	...	...	3,390	3,998	...	6,296	15,672	28 5 5	3 9 6	8	4	558 44
1,454	1	76	..	2	...	17,779	1,862	4,259	20,197	4,238	...	7,261	55,396	25 3 7	8 1 6	34	177	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of Scholars on 31st March according to Race or Creed.						Number of Scholars on the				
			In High School.	In Middle School.	Total.			Europeans and Eurasians	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.	Arabic.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	NORTHERN DIVISION																	
	Departmental.																	
Ahmedabad.	Ahmedabad High School.	1	311	..	311	267	242	...	...	283	14	14	...	311	...	202	65	...
	Branch School No. I. ..	1	...	179	179	175	160	...	...	166	8	4	1	179	...	...	...	...
	Branch School No. II. ...	1	...	178	178	173	156	...	...	174	4	...	...	178	...	...	...	...
	Dholka School	1	...	43	43	44	35	...	...	41	2	...	...	43	..	...	...	...
	Viramgám School ...	1	14	61	75	77	61	...	...	73	1	1	...	75	...	14	...	...
	Aided.																	
	Ahmedabad Mission ...	1	278	245	523	452	383	...	6	448	18	43	8	523	3	208	75	...
	St. Joseph's School ...	1	...	29	29	27	20	5	23	...	...	..	1	29	.	...	...	...
	Total for the District ..	7	603	735	1,338	1,215	1,057	5	29	1,185	47	62	10	1,338	3	424	140	...
	Departmental.																	
Kaira.	Nariad High School ..	1	202	136	338	327	285	...	...	327	10	1	...	338	...	78	3	...
	Kaira School	1	12	62	74	57	49	...	...	73	1	...	...	74	...	12	..	...
	Aided.																	
	Umreth School	1	...	79	79	69	61	...	...	78	1	...	...	79	...	...	...	...
	Mahudha School... ...	1	12	24	36	45	38	...	...	35	1	...	...	36	...	12	...	...
	Kapadvanj School ..	1	10	45	55	47	35	...	...	53	1	1	...	55	..	...	...	...
	Kathlal School	1	1	19	20	21	18	...	...	20	...	...	..	20	...	1	...	...
	Unaided.																	
	Dákor School	1	6	23	29	44	29	..	...	28	1	...	..	29	..	6	...	...
	Total for the District ..	7	243	388	631	610	515	...	..	614	15	2	...	631	...	109	3	...
Panch Mahals.	*Aided.*																	
	Godhra School	1	4	47	51	52	44	...	...	45	5	1	..	51	...	...	...	...
	Departmental.																	
Broach.	Broach High School ...	1	197	159	356	357	310	...	...	205	10	141	...	356	...	79	106	...
	Anklesvar School... .	1	22	47	69	69	60	...	...	57	1	11	...	69	...	16	5	...
	Aided.																	
	Broach Hitechhu Sabha ..	1	12	111	123	85	68	...	...	112	5	6	...	123	..	9	3	...
	Jambusar School	1	...	42	42	39	32	...	...	40	1	1	...	42		...	...	...
	Amod School ...	1	...	24	24	23	18	...	...	24	..	...	...	24	...	...	...	...
	Total for the District ..	5	231	383	614	573	488	...	...	438	17	159	...	614	.	104	114	...
	Departmental.																	
Surat.	Surat High School ...	1	373		373	326	286	...	...	294	4	75	...	373	...	127	107	...
	Branch School	1	...	383	383	366	306	...	..	341	8	34	..	383	...	...	...	...
	Bulsár School	1	42	129	171	174	150	1	1	139	2	34	...	171	..	21	21	...
	Ránder School	1	12	47	59	43	33	.	...	44	7	8	...	59	...	11	...	...
	Aided.																	
	Mission High School ...	1	195	274	469	482	389	.	2	338	22	104	3	469	2	42	78	...
	Jamsetji Jijibhoy .	1	39	127	166	161	133	...	...	...	..	166	...	166	...	...	39	...
	Jahángierji M. School ...	1	...	82	82	73	57	...	...	56	9	17	..	82		...	...	...
	Abrama School	1	...	34	34	34	30	...	...	33	...	1	...	34	.	13	...	...
	Chikhli School	1	7	25	32	35	32	...	...	30	..	2	..	32	...	7	..	..
	Total for the District .	9	668	1,101	1,769	1,694	1,416	1	3	1,269	52	441	3	1,769	2	221	335	...
	Departmental.																	
	Camp Deesa	1	4	28	32	34	25	...	...	21	4	7	...	32	...	4	...	...
	Native States.																	
Cutch.	Bhúj High School .	1	54	...	54	49	40	...	...	51	3	..	...	54	...	20	29	...
	Bhúj School	1	...	120	120	112	84	...	...	110	8	2	...	120		...	..	...
	Mándvi School	1	...	65	65	45	37	...	...	62	3	...	...	65	...	..	...	...
	Total ...	3	54	185	239	206	161	...	...	223	14	2	...	239	.	20	29	...

FORM No. 2—*continued.*

31st March learning				Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks
Maráthi.	Gujaráti.	Hindustáni.	Kánarese.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States	Endowments and other Sources	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.)	
8*f*	8*g*	8*h*	8*i*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
			Rs.	Rs.		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p	Rs. a. p.			
...	44	...	...	7,865	...	2,400	3,850	...	...	...	14,115	52 13 10	29 7 4	28	...	
..	179	...	...	680	...	1,104	1,188	...	...	...	2,981	17 0 7	3 15 0	...	21	
...	178	...	...	1,022	...	846	1,191	...	...	...	3,059	17 11 2	5 14 5	...	16	
...	43	...	...	281	...	480	157	...	...	...	918	20 11 2	6 4 10	..	6	
...	61	...	...	424	...	1,140	237	...	..	...	1,801	23 6 3	5 8 1	...	5	
...	523	...	...	3,517	...	..	4,806	...	...	2,140	10,463	23 1 7	7 12 10	10	10	
...	...	...	...	161	...	...	93	...	...	284	538	19 11 2	5 14 5	..	...	
...	1,028	...	...	13,959	...	5,970	11,522	...	...	2,424	33,875	27 13 8	11 7 8	38	58	
...	161	...	...	2,520	...	240	5,771	...	...	...	8,531	26 1 5	7 11 4	21	32	
...	62	...	...	346	...	180	572	...	...	...	1,098	19 6 5	6 1 7	...	8	
...	79	...	...	381	...	...	111	...	...	...	492	7 1 7	5 8 0	...	8	
...	24	...	...	92	...	...	271	...	...	...	363	8 0 10	2 0 8	...	4	
...	55	...	...	..	...	277	119	..	...	...	396	8 6 10	...	..	4	
...	19	...	...	...	...	...	136	...	...	...	136	6 8 0	...	...	...	
...	23	...	...	...	...	...	125	...	..	1,174	1,299	29 6 5	...	...	5	
...	423	...	...	3,339	...	697	7,105	..	...	1,174	12,315	20 1 7	5 6 5	21	61	
...	51	..	...	297	...	...	29	...	...	...	326	6 4 10	5 12 10	...	3	
...	171	...	...	4,158	...	...	6,191	...	...	...	10,349	28 14 5	11 9 7	7	34	
...	48	...	...	342	...	720	600	...	...	...	1,662	23 14 5	4 14 5	..	8	
...	111	...	...	...	...	...	364	...	...	...	364	4 3 2	...	...	4	
	42	...	...	...	...	...	154	186	...	...	340	8 9 7	...	...	...	
...	24	...	...	78	...	...	130	67	...	...	275	11 15 4	3 6 3	...	1	
...	396	...	..	4,578	...	720	7,439	253	...	...	12,990	22 9 7	7 14 5	7	47	
...	22	...	...	8,685		...	7,141	...	...	...	15,826	48 5 0	26 9 7	18	...	
...	383	...	...	2,412	...	1,260	2,479	...	...	..	6,151	16 12 10	6 8 0	...	51	
...	129	...	...	1,316	...	600	820	..	...	428	3,164	18 1 7	7 8 0	..	17	
...	47	1	...	384	...	650	133	...	...	...	1,167	27 1 1	8 14 5	...	2	
...	347	..	...	4,309	...	...	4,986	...	...	2,551	11,846	24 8 0	8 14 5	8	24	
...	127	.	...	1,144	..	...	4	...	...	2,354	3,502	21 12 10	7 1 7	...	7	
...	82	...	...	254	...	..	266	..	...	128	648	8 14 0	3 7 8	...	3	
...	21	...	...	507	...	..	...	...	...	...	507	14 14 5	14 14 5	...	11	
...	25	...	...	156	...	...	315	...	...	...	471	13 4 10	4 6 5	...	8	
...	1,183	1	...	19,167	...	25,10	16,144	...	...	5,461	43,282	25 8 0	11 4 10	26	123	
...	28	..	...	330	...	...	196	600	..	...	1,125	33 3 2	9 11 2	..	3	
...	5	...	...	...	...	...	270	...	4,116	...	4,386	89 12 10	...	3	...	
...	120	...	...	...	...	...	302	...	1,799	...	2,101	18 11 2	...	..	10	
...	65	...	...	...	...	...	142	...	992	...	1,134	25 1 3	...	...	5	
...	190	...	...	...	...	...	714	...	6,907	...	7,621	36 14 5	...	3	15	

SUBSIDIARY

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars on the			
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7	8a	8b	8c	8d
	NORTHERN DIVISION —*continued.*																
	Native States—continued.																
KATHIÁWÁR.	Rájkot High School ...	1	183	209	392	384	342	1	...	352	20	19	...	392	...	50	110
	Bhávnagar do. ...	1	...	194	194	187	148	...	...	180	2	12	...	194	...	107	78
	Junágad do. ...	1	109	155	264	246	213	...	...	261	3	...	...	264	...	97	2
	Navánagar do. ...	1	89	115	204	194	171	...	...	195	3	5	1	204	...	74	7
	Wadhwán do. (City).	1	75	122	197	197	149	...	...	194	3	...	...	197	...	33	25
	Bhávnagar School ..	1	..	425	425	393	346	...	...	411	9	5	...	425	..	...	...
	Limbdi do. ..	1	11	116	127	110	90	...	...	125	2	...	...	127	...	11	...
	Morvi do. ...	1	14	87	101	85	69	...	...	99	2	...	...	101	...	14	...
	Mahuva do. ..	1	12	78	90	72	57	...	...	74	15	1	...	90	...	12	...
	Gondal do. ...	1	21	95	116	89	71	...	...	111	5	...	...	116	...	21	...
	Vála do. ...	1	...	29	29	24	10	...	...	29	...	...	...	29	...	...	...
	Dhrangadra do. ..	1	...	45	45	37	30	...	...	45	...	...	...	45	...	..	...
	Porbandar do. ...	1	...	29	29	34	28	...	...	27	1	1	...	29	...	...	...
	Dhoráji do. ...	1	...	45	45	46	36	...	...	43	2	...	...	45	..	...	...
	Jetpur do. ..	1	...	23	23	30	22	...	...	23	...	...	..	23	...	...	...
	Mángrol do. ...	1	...	7	7	7	7	...	...	7	...	...	...	7	...	...	...
	Dhrol do. ..	1	...	15	15	15	7	...	..	15	.	...	...	15	...	...	...
	Khambhália do. ..	1	...	47	47	26	21	...	...	47	...	...	...	47	...	...	...
	2nd Grade Schools ...	3	1	81	82	77	57	...	...	74	4	4	..	82	...	1	...
	Total ..	21	515	1,917	2,432	2,253	1,881	1	...	2,312	71	47	1	2,432	...	420	222
	Pálanpur School	1	15	55	70	64	54	...	.	57	13	...	..	70	...	11	.
	Rádhanpur School .	1	7	29	36	28	20	...	...	30	6	...	..	36	...	5	...
	Total ..	2	22	84	106	92	74	...	...	87	19	...	...	106		16	...
	Mahi Kántha	1	..	13	13	8	6	.		13		..	...	13	.	...	...
	Rewa Kántha, Lúnávada.	1	1	21	22	25	20	...	...	22	...	...	..	22	...	...	...
	Rewa Kántha, Nándod .	1	8	85	93	64	50	...	...	93	...	...	..	93	...	...	...
	Total	2	9	106	115	89	70	...	...	115	.	...	..	115	...	...	...
	Surat Agency	2	...	52	52	61	45	.	.	42	2	6	2	52	. .	...	...
	Departmental.																
	Navsári School	1	...	137	137	160	136	...	...	79	3	55	..	137	...	4	6
	Total, Departmental ...	15	1,189	1,589	2,778	2,649	2,294	1	1	2,311	79	385	1	2,778	...	568	403
	Total, Aided	15	558	1,207	1,765	1,645	1,358	5	31	1,312	63	342	12	1,765	5	292	195
	Total, Native States ..	31	600	2,357	2,957	2,709	2,237	1	...	2,792	106	55	3	2,957	.	456	251
	Total, Unaided	1	6	23	29	44	29	...	.	28	1	...	...	29	...	6	...
	Grand Total, N. D. ...	62	2,353	5,176	7,529	7,047	5,918	7	32	6,443	249	782	16	7,529	5	1,322	849
	SOUTHERN DIVISION.																
	Departmental.																
BELGAUM.	High School, Belgaum ..	1	181	105	286	268	203	9	8	258	7	4	..	286	.	139	1
	Local Boards.																
	Second Grade Schools ...	7	...	192	192	162	136	...	...	183	9	...	...	192		...	...
	Municipal Boards.																
	Second Grade Schools ...	5	...	186	186	160	129	..	...	175	11	...	...	186	...	...	...
	Aided.																
	London Mission	1	257	146	403	389	281	2	5	380	16	..	..	403	...	72	...
	St. Mary's Pensioners' ..	1	.	24	24	20	16	23	1	..		.	...	24	3	.	...
	Convent School	1	1	74	75	72	66	12	56	4	1	2	...	75	...	..	...
	Portuguese School ..	1	...	25	25	21	14	1	24	...		1	...	25	...	..	...
	Unaided.																
	Bhate's School	1	50	45	95	95	69	...	...	93	1	1	...	95	.	30	...
	Total for the District ...	18	489	797	1,286	1.187	854	47	94	1,093	45	7	...	1,286	3	241	1

FORM No. 2—*continued.*

31st March learning					Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks
Maráthí.	Gujarátí.	Hindustáni.	Kánarese.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants	Fees	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination	Middle School Examination (European and Eurasian Standard V. and Anglo-Vernacular Standard III.).	
8e	8f	8g	8h	8i	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	232	...	...	...	...	...	...	4,471	...	10,694	...	15,165	39 6 5	...	16	33	
3	6	...	...	...	...	...	...	1,605	...	10,141	...	11,746	62 13 0	...	10		
..	165	...	...	...	...	...	...	1,608	...	8,516	...	10,124	41 2 5	..	6	31	
...	123	..	...	...	..	...	...	570	...	7,553	...	8,123	41 14 5	...	4	17	
...	139	...	...	...	...	...	...	499	...	2,222	...	2,721	7 8 0	...	...		
...	425	...	...	..	...	...	...	2,009	...	2,981	...	4,990	12 11 2	...	...	57	
...	116	..	...	...	..	...	...	299	...	1,581	42	1,922	17 7 7	...	...	7	
...	87	...	...	...	...	...	..	218	...	1,615	5	1,838	21 10 0	...	...	9	
...	78	...	...	...	...	...	...	100	...	1,345	285	1,730	24 0 5	...	...	9	
.	95	...	...	...	..	...	..	179	...	1,921	184	2,284	25 10 7	...	...	9	
...	29	.	...	..	...	..	..	..	...	612	...	612	25 8 0	...	...	4	
...	45	...	...	.	...	...	...	100	...	556	...	656	17 11 8	...	...	3	
...	29		...	...	...	...	...	212	.	1,065	13	1,290	37 15 1	...	...	2	
..	45	...	...	...	...	...	...	120	...	542	7	669	14 8 8	...	...	3	
...	23	...	..	...	...	...	...	83	...	435	17	535	17 13 4	...	...	...	
..	7	..	...	..	...	...	.	2	..	5	...	7	1 0 0	...	...	...	
...	15	.	...	...	...	...	...	6	...	21	22	49	3 4 3	...		...	
...	47	..	...	...	..	...		..	...	442	...	442	17 0 0	...	...	1	
...	81	..	..	...	..	.	.	310	..	1,223	35	1,568	20 5 10	...	...	5	
3	1,787	...	..	...	...	...	...	12,391	..	53,470	610	66,471	29 8 0	...	36	190	
.	70	...	...	...	...			106		1,142	...	1,248	19 8 0	...	...	7	
	31	...	...	...	...	...	...	2	6	1,117	...	1,125	39 9 7	...	...	4	
	101	..	...	..	...			108	6	2,259	...	2,373	25 9 7	...	...	11	
.	13	...	..	...	...	...	..	...	52	458	..	510	63 12 0	...	...	...	
...	22	...	...	...				90		140		230	9 0 10	...	..	3	
..	93	..		...	..		.	166		1,605	..	1,771	27 14 5	...	...	4	
...	115	...	...	.	...	.	.	256		1,745	.	2,001	20 3 2	...	...	7	
...	52		...					34	...	1,926	...	1,960	32 2 1	..	.	1	
...	127			...	587			752	...	.	332	1,671	10 6 5	3 9 7	...	17	
...	1,683	1			31,361		9,620	31,277	600		760	73,618	27 12 7	11 13 5	74	220	
..	1,530	...	...	...	10,896	.	277	11,784	253		7,457	30,667	18 10 3	6 10 0	18	87	
3	2,258	...	.		...	...	...	13,503	58	66,765	610	80,936	29 14 0	.	39	224	
..	23		...	...	...	.	..	125	...	.	1,174	1,299	29 7 3	...	...	5	
3	5,494	1		...	42,257	.	9,897	56,689	911	66,765	10,001	1,80,520	26 7 6	5 15 11	131	536	
80	...	..	66	.	7,375	.		4,697	571	..	...	12,643	47 2 9	27 8 3	20	17	
...	...		192	.	..	..		480	639	...	.	1,119	6 14 6	...	...	5	
..	...		186			...	604	297	6	.	...	907	5 10 8	...	...	24	
149	...	...	182	..	3,860	...	...	2,166	..	...	510	6,566	16 13 7	10 0 0	6	20	
..		...	...	...	261		.	517	656	...	747	2,181	109 0 10	13 0 10	...	...	
6	.	..	...		447		...	10	50	...	17	524	7 4 5	6 3 4	...	...	
23		...	...	2	114	.	...	104	69		610	897	42 3 10	5 6 10	...	...	13 Girls.
39	.	..	26	...	...	...	...	557	48	...	2,780	3,385	34 9 3	...	1	...	
297		..	652	2	12,087	..	604	8,828	2,039	...	4,664	28,222	23 12 5	10 2 11	27	66	

District or State	Name or Class of Institutions.	Number of Institution	No. of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						No. of Scholars on the 31st March			
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Native Goanese and Christians.	Hindus.	Muhammadans.	Pársis	Others.	English	Latin.	Sanskrit.	Persian.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	SOUTHERN DIVISION —*continued.*																
	Departmental.																
Dhárwár.	High School, Dhárwár ..	1	340	117	457	360	291	...	2	446	9	...	...	457	1	192	...
	English School, Hubli ...	1	...	154	154	135	110	...	1	149	4	...	...	154	...	32	...
	Local Boards.																
	Second Grade Schools ...	11	...	213	213	179	145	...	...	201	12	...	...	213	...	...	...
	Municipal Boards.																
	Second Grade Schools ...	3	...	60	60	66	53	...	..	60	...	...	...	60	...	...	...
	Aided.																
	St. Joseph's School ...	1	...	10	10	6	4	7	2	1	...	...	...	10	...	...	...
	German Mission School...	1	...	120	120	86	74	...	1	103	16	...	...	120	..	...	...
	Municipal School, Gadag.	1	...	122	122	109	95	...	1	119	2	...	...	122	...	22	...
	Unaided.																
	New English School ..	1	76	43	119	127	104	...	...	113	6	...	...	119	..	36	...
	Total for the District ...	20	416	839	1,255	1,068	876	7	7	1,102	49	...	...	1,255	1	282	...
	Departmental.																
Bijapur.	English School	1	59	116	175	146	119	1	...	167	7	...	...	175	...	59	...
	Local Boards.																
	Second Grade School ...	1	...	13	13	11	11	...	...	13	...	...	...	13	...	...	...
	Municipal Boards.																
	Second Grade School ...	1	...	60	60	52	42	...	...	57	3		...	60	...	...	...
	Aided.																
	Muddebihál	1	..	18	18	20	16	..	...	18	...	...	...	18	...	...	...
	Unaided.																
	Yadihal	1	...	12	12	10	7	...	...	12	..	...	...	12	...	...	...
	Total for the District ...	5	59	219	278	239	195	1	...	267	10	...		278	...	59	...
	Departmental.																
Kánara.	High School, Kárwár ..	1	139	81	220	246	206	5	26	185	4	...	...	220	1	72	...
	Local Boards.																
	Second Grade Schools ...	3	...	112	112	93	75	...	4	107	1	...	...	112	...	...	...
	Municipal Boards.																
	Second Grade Schools ...	3	...	110	110	108	83	...	2	103	5	...	...	110	...	...	...
	Aided.																
	Second Grade, Karki ...	1	...	17	17	14	11	...	1	16	...	...	...	17	...	...	...
	Total for the District ...	8	139	320	459	461	375	5	33	411	10	...	...	459	1	72	...

FORM No. 2—*continued.*

Learning					Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Marátbi.	Gujaráti.	Hindustáni.	Kánarese.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III.)	
8c	8f	8g	8h	8i	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
55	...	...	209	...	3,449	...	...	7,113	...	...	178	10,740	29 13 4	9 9 3	22	11	
...	...	...	122	...	1,284	...	800	744	...	...	...	2,828	20 15 2	9 8 2	...	13	
...	..	...	213	...	119	...	...	1,170	...	...	..	1,289	6 10 3	1 10 7	...	10	
...	..	...	60	...	...	...	196	158	...	...	16	370	5 9 8	...	...	3	
...	...	...	...	...	74	...	...	80	34	...	52	240	40 0 0	12 5 4	...	...	7 girls.
...	...	...	120	...	637	...	...	443	...	...	828	1,908	22 3 0	7 8 6	...	7	
...	...	...	100	...	..	...	368	581	...	...	48	997	9 2 4	...	...	2	
7	..	...	76	..	...	...	...	1,376	57	...	119	1,552	11 15 9	...	1	...	
62	...	...	900	...	5,563	...	1,364	11,665	91	...	1,241	19,924	18 10 6	5 3 4	23	46	
21	...	...	95	...	1,220	...	...	2,013	...	...	...	3,233	22 2 3	8 5 8	...	7	
...	...	...	13	...	10	...	...	77	...	...	...	87	7 14 6	0 14 6	...	1	
...	...	...	60	...	...	...	730	357	...	...	..	1,087	20 14 5	...	...	4	
...	...	...	18	...	62	...	...	156	...	...	21	239	11 15 2	3 1 7	...	...	
...	...	...	12	...	...	...	...	...	...	...	...	..	...	...	...	...	
21	...	..	198	...	1,292	..	730	2,603	...	...	21	4,646	20 4 7	5 10 3	.	12	
8	..	...	139	...	2,810	...	1,180	4,347	...	...	...	8,337	33 14 3	9 12 9	7	13	
...	...	...	112	..	172	...	...	445	...	...	...	617	6 10 2	1 13 7	...	11	
...	...	...	110	...	836	1,061	847	474	...	...	...	3,218	29 12 9	7 11 10	...	9	
	...	...	17	...	158	...	...	60	10	...	2	230	16 6 10	11 4 7	...	3	
8	...	...	378	..	3,976	1,061	2,027	5,326	10	...	2	12,402	26 14 5	8 9 11	7	36	

SUBSIDIARY FORM

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Monthly Number on the Roll during the year	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed						Number of Scholars on the 31st March			
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	SOUTHERN DIVISION —*continued.*																
	Native States.																
Kolhápur.	Rájárám High School	1	306	126	432	417	380	...	2	428	2	...	..	432	...	286	...
	Second Grade Schools	7	...	193	193	183	153	...	1	181	11	..	.	193	...	...	...
	Unaided.																
	Kolhápur	1	..	158	158	147	128	..	...	158	...	...	...	158	...	62	...
	Total, Kolhápur ..	9	306	477	783	747	661	...	3	767	13	...	..	783	...	348	...
Miraj.	High School, Miraj ...	1	128	94	222	197	171	..	...	216	6	...	...	222	...	117	...
	Second Grade Schools ...	2		54	54	45	38	.	...	53	1	...	...	54	...	...	...
	Total, Miraj ...	3	128	148	276	242	209	...	...	269	7	...		276	...	117	...
Sángli.	First Grade School	1	105	123	228	219	191	...	...	228	...	...	...	228	...	105	...
	Second Grade Schools ...	3	.	95	95	110	91	...	2	89	4	...	...	95	...	25	...
	Total, Sángli ..	4	105	218	323	320	282	..	2	317	4	..	...	323	...	130	...
Jamkhandi.	First Grade School .	1	...	109	109	95	83	...	...	104	5	...	...	109	...	24	...
	Second Grade School .	1	...	42	42	44	33	...	...	40	2	...	...	42	...	...	...
	Total, Jamkhandi ...	2	...	151	151	139	116	...	..	144	7	...	...	151	...	24	...
	Mudhol School	1	...	94	94	90	78	...	...	91	3	...	...	94	..	23	...
	Rámdurg School	1	...	64	64	57	46	...	...	61	3	...	...	64	...	...	...
	Kurandwád School ...	1	...	29	29	28	25	...	...	29	...	...	...	29	...	...	...
	Savanúr School	1	...	28	28	23	20	...	...	27	1	...	...	28	...	...	...
	Total, Departmental ...	5	719	573	1,292	1,155	929	15	37	1,205	31	4	...	1,292	2	494	1
	Total, Local Boards .	22	...	530	530	445	367	...	4	504	22	...	...	530	...	...	...
	Total, Municipal Boards...	12	...	416	416	386	307	...	2	395	19	...	...	416	..	...	...
	Total, Aided .	9	258	556	814	737	577	45	91	641	35	2	...	814	3	94	...
	Total, Native States ..	21	539	1,051	1,590	1,508	1,307	...	5	1,547	38	..	. .	1,590	..	580	...
	Total, Unaided .	4	126	258	384	379	308	...	..	376	7	1	...	384	...	128	...
	Grand Total, S. D. .	73	1,642	3,384	5,026	4,610	3,795	60	139	4,668	152	7	...,	5,026	5	1,296	1

No. 2—*continued.*

learning					Expenditure.								Annual Cost of educating each Scholar.		Numbers passed		Remarks.
Marathi.	Gujarati.	Hindustani.	Kánarese.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation Examination	Middle School Examination (European and Eurasian Standard and Anglo-Vernacular Standard III)	
8c	8f	8g	8h	8i	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
					Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
146	...	...	...	...	...	...	...	10,453	...	16,604	1,481	28,538	68 6 11	...	21	33	
193	...	...	...	...	...	...	...	487	...	759	..	1,246	6 12 11	...	...	...	
96	...	...	...	...	...	...	...	1,057	.	...	247	1,304	8 13 11	...	...	...	
435	...	...	...	...	...	...	...	11,997	...	17,363	1,728	31,088	41 9 10	...	21	33	
105	...	...	...	..	...	...	...	770	...	4,181	...	4,951	25 2 1	...	7	18	
33	...	..	21	...	...	...	...	148	...	549	...	697	15 7 9	...	...	...	
138	...	..	21	...	...	...	...	918	...	4,730	...	5,648	23 5 5	...	7	18	
123	...	...	..	.	...	...	...	286	...	3,841	1	4,128	18 13 7	...	1	9	
70	...	...	...	..	...	..	...	121	...	2,217	7	2,345	21 5 1	...	...	5	
193	..	..		...	...	...	...	407	...	6,058	8	6,473	19 10 9	...	1	14	
85	...	...	...	...	...	...	...	66	.	2,085	...	2,151	22 10 3	...	..	3	
..	...	...	42	...	...	...	...	70	...	356	...	426	9 10 10	...	...	...	
85		...	42	...	...	...	...	136	...	2,441	...	2,577	18 8 7	...	...	3	
71	...	...	...	...	...	1,223	...	70	...	133	114	1,542	17 2 1	...	...	6	
64	...	...	...		...	...	...	37	...	441	...	478	8 6 2	...	...	4	
29	...	..	..	...	...	...	...	36	...	144	...	180	6 6 10	...	...	4	
.	...	...	28	...	...	..	...	60	...	1,770	..	1,830	79 9 0	..	...	2	
164	...	...	631	..	16,137	...	1,980	18,915	571	...	178	37,781	32 11 4	13 15 6	49	61	
...	...	...	530	...	301	...	...	2,173	639	...	...	3,113	6 15 11	0 10 9	...	27	
..	...	...	416	...	836	1,061	2,377	1,286	6	...	16	5,582	14 7 4	2 2 8	...	40	
178	...	...	437	2	5,643	...	368	4,117	819	...	2,835	13,782	17 5 6	7 10 6	6	32	Girls 20
919	...	...	91	...	...	1,225	.	12,604	...	33,080	1,603	48,512	32 3 2	...	29	84	
142	..	..	114	...	...	...		2,990	105	...	3,146	6,241	16 14 7	...	2	..	
1,403	...	...	2,219	2	22,917	2,286	4,725	42,085	2,140	33,080	7,778	1,15,011	24 12 6	4 15 8	86	244	Girls 20

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Number on the Rolls during the year	Average daily Attendance	Classification according to Race or Creed of the Scholars on 31st March						Number of Scholars on the 31st					
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians	Hindus	Muhammadans.	Pársis	Others.	English	Latin.	Sanskrit.	Persian.	Hindu Sindhi	Marathi.
1		3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f
	SIND																		
	Departmental																		
KARACHI	N J High School	1	403	..	403	383	353	6	5	251	37	102	2	403	6	..	152	..	43
	1st Grade School, Tatta	1	..	61	61	56	44	..	..	56	5	..	..	61	..	..	16	..	..
	Municipal Boards.																		
	2nd Grade Schools ..	2	..	100	100	90	66	..	..	78	21	..	1	100	..	..	..	..	..
	Aided																		
	St Patrick's High School	1	240	..	240	225	198	48	109	8	7	7	1	240	63	..	..	..	..
	Grammar School	1	155	..	155	145	126	151	..	..	4	..	4	155	30	..	..	..	..
	Mission School	1	115	..	115	117	100	..	3	106	4	1	1	115	..	..	..	20	5
	European School, Kotri	1	..	23	23	24	17	16	7	..	..	..	..	23	..	..	..	..	..
	Mahomedan Madressa	1	95	..	95	88	69	..	1	2	91	..	1	95	..	..	..	..	..
	Total, Karáchi	9	1,008	184	1,192	1,148	972	221	185	501	165	110	10	1,192	99	..	168	20	48
	Departmental																		
HYDERABAD.	High School	1	336	..	336	320	274	..	..	320	12	4	..	336	..	..	208	2	1
	Local Boards																		
	2nd Grade School ..	1	..	11	11	8	7	..	..	8	3	..	..	11	..	..	..	..	..
	Municipal Boards																		
	2nd Grade Schools ..	2	..	65	65	65	46	..	..	65	..	..	..	65	..	..	..	..	..
	Aided																		
	Mission School	1	..	172	172	169	126	1	2	157	9	..	3	172	..	..	77	1	2
	2nd Grade Schools	4	..	205	205	230	190	..	..	199	6	..	..	205	..	..	..	..	..
	Unaided.																		
	Proprietary School ..	1	..	49	49	49	27	..	..	49	..	..	..	49	..	..	13	..	..
	Total, Hyderabad	10	336	502	838	847	670	1	2	798	30	4	3	838	..	..	298	3	3
	Departmental																		
SHIKARPUR.	High School	1	166	..	166	175	137	..	..	140	24	1	1	166	..	1	114	..	2
	Municipal Boards																		
	1st Grade School ..	1	..	214	214	155	119	..	..	189	25	..	..	214	..	..	94	4	..
	2nd Grade Schools	3	..	229	229	221	160	..	..	212	17	..	..	229	..	..	21	..	..
	Aided																		
	Proprietary School, Shikárpur	1	..	135	135	120	96	..	..	111	23	1	..	135	..	..	..	..	..
	European School, Sukkur	1	..	37	37	31	23	37	..	..	..	..	..	37	..	..	..	..	..
	2nd Grade School, Sukkur	1	..	27	27	41	25	..	..	23	4	..	..	27	..	..	27	..	..
	Total, Shikárpur	8	166	642	808	733	560	37	..	675	93	2	1	808	..	1	254	4	2
THAR AND PARKAR.	*Municipal Boards*																		
	2nd Grade School	1	..	22	22	20	14	..	..	15	7	..	..	22	..	..	..	..	..
UPPER SIND FRONTIER.	*Municipal Boards*																		
	2nd Grade School ..	1	..	34	34	33	21	..	..	20	13	1	..	34	..	..	9	..	..
	Total, Departmental	4	906	61	966	940	808	6	5	767	78	107	3	966	6	1	488	2	40
	Total Local Boards	1	..	11	11	8	7	..	..	8	3	..	..	11	..	..	..	..	..
	Total, Municipal Boards	10	..	664	664	584	426	..	..	579	83	1	1	664	..	..	121	4	..
	Total, Aided	13	603	599	1,204	1 180	910	258	182	606	144	9	10	1,204	93	..	104	21	7
	Total, Unaided	1	..	49	49	49	27	..	..	49	..	..	..	49	..	..	13	..	..
	Grand Total, Sind	29	1,510	1,384	2,894	2,761	2 237	259	187	2,009	308	117	14	2,894	99	1	724	27	53
	ADEN																		
ADEN	*Departmental*																		
	English School ..	1	..	79	79	74	72	..	..	13	50	3	4	79	..	..	..	..	..
PRESIDENCY	Total, Departmental	45	5,398	5,140	10,538	10,100	8 800	26	74	8 615	463	1,324	36	10 538	58	2 581	1,711	2	2 326
	Total, Local Boards	47	..	1,186	1,186	1,082	883	..	4	1 129	38	8	7	1 186	..	..	..	..	157
	Total Municipal Boards	61	55	2,166	2,221	2,100	1 607	..	13	2 060	143	2	3	2 221	..	38	124	4	475
	Total Aided	96	3 926	8,946	12 872	11 840	10,014	1,761	2 587	6,172	657	1 59	16	12,872	1 806	1,458	851	21	2,840
	Total, Native States	57	1 251	3 686	4 937	4 69	3 858	1	12	4,708	158	55	3	4 937	2	1,134	253	..	1,105
	Total Unaided	20	1 246	1,745	2,991	2 941	2,459	8	121	1 314	176	1,977	1	2,991	82	170	673	..	237
	Grand Total	328	11,876	22,869	34,745	32,718	27,711	1,781	2,811	23,997	1,635	4,956	215	34,745	1,988	5,387	3,612	27	7,140

FORM No. 2—*continued.*

March learning							Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Gujarati.	Sindhi.	Hindustani.	French.	Hebrew.	Portuguese.	Kánarese.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and Other Sources.	Total.	Total Cost.	Cost to Government.	Matriculation nation.	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III.)	
8g	8h	8i	8j	8k	8l	8m	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
							Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs a p.	Rs. a. p.			
115	78	9	..	..	..	..	6,792	..	5,894	540	..	..	10	13,236	34 8 11	17 10 6	13	41	
..	45	..	..	..	..	..	1,818	..	339	113	..	..	..	2,270	40 8 6	32 7 5	..	4	
..	100	..	..	..	..	..	330	..	206	1,521	..	..	..	2,057	22 13 8	3 10 8	..	15	
..	..	..	..	..	..	..	1,544	..	3,841	360	.	..	3,715	9,460	42 0 9	6 13 10	1	8	
..	..	..	1	..	..	..	2,739	..	4,097	1,200	115	..	1,514	10,565	72 13 10	18 14 3	1	9	
34	37	7	..	..	..	..	1,141	..	738	600	298	..	322	3,094	26 7 1	9 12 0	..	8	
..	..	..	..	..	..	..	262	..	439	120	262	..	..	1,183	49 4 8	10 14 8	..	..	
.	..	..	..	..	..	..	..	10,031	..	..	..	..	..	10,031	113 15 10	..	..	..	
149	200	16	1	..	..	..	14,626	10,031	16,454	4,454	770	..	5,561	51,896	46 0 1	12 15 6	15	85	
3	127	..	..	..	..	..	9,891	..	5,430	100	..	..	..	15,421	47 4 10	30 5 5	17	16	
..	11	..	..	.	..	..	2,314	..	..	..	..	..	..	2,314	289 4 0	289 4 0	..	..	
..	65	..	..	..	..	..	..	..	169	2,956	..	..	..	3,125	48 1 3	..	..	16	
..	166	..	..	..	..	..	2,136	..	924	..	210	..	243	3,513	20 12 7	12 10 3	..	20	
..	..	..	..	..	..	..	988	.	752	..	..		475	2,215	9 10 1	4 4 9	..	42	
..	36	..	..	..	..	..	..	..	20	..	..	..	190	210	4 4 7	..	..	..	
3	405	..	..	.	..	..	15,329	..	7,295	3,056	210	..	908	26,798	31 10 3	18 1 6	17	88	
..	51	..	..	..	.	..	5,328	..	2,960	714	..	..	42	9,044	51 10 11	30 7 2	6	10	
..	116	..	..	..	..	..	..	.	901	2,691	.	..	..	3,592	23 2 9	..	..	15	
..	208	..	.	..	..	..		Included in		Primary	Boys' Day		Schools.		..	..	..	40	
..	..	..	..	..	..	..	1,103	..	696	..	..	..	1,276	3,075	25 10 0	9 3 1	..	6	
..	..	..	..	..	..	..	282	..	770	..	333	..	207	1,572	50 11 4	8 7 3	..	..	
..	.	27	..	..	..	.	295	..	357	18	380	..		1,050	33 13 11	9 8 3	..	1	
..	375	27	..	.	..	..	6,988	.	5,684	3,423	718		1,525	18,333	25 0 2	9 8 6	6	72	
..	22	..	..	..	..	..	389	..	..	2,658	..	..	..	3,047	152 5 7	19 7 2	..	..	
..	25	..	..	..	..	..			Included in	Primary	Boys'	Schools.			..	..	..	4	
118	301	9	..	..	..	..	23,829	..	14,623	1,467	..	.	52	39,971	42 8 4	25 5 7	36	71	
..	11	..	..	..	..	..	2,314	..			..	..	.	2,314	289 4 0	289 4 0	..		
..	536	..	..	.	..	..	719	..	1,276	9,826	..	..	.	11,821	20 3 10	1 3 8	..		
34	208	34	1	..	..	..	10,470	10,031	13,514	2,298	1,693	..	7,752	45,758	38 12 5	8 14 0	..	84	
..	36	..	..	.	.	..	.	..	20	.	..	..	190	210	4 4 7	.	2	94	
152	1,087	43	1	..		..	37,332	10,031	29,433	13,591	1,09.1	..	7,994	1,00,074	31 3 7	13 8 4	..	..	
																	38	249	
..	..	..	.	..	..	..	1,467	..	955	..	..			2,419	62 9 6	19 11 0	..	..	
2,607	301	84	3	3	..	636	1,22,242	.	1,81,462	17,895	1,099	..	7,278	3,30,876	32 12 3	12 1 8	828	784	
..	11	.	..		.	530	2,627	941	6,097	2,352	1,083	..	..	13,100	12 1 0	2 6 10	..	72	
	536		..			416	3,866	1,782	6,894	14,628	6	..	16	27,192	12 9 5	1 13 1	.	107	
2,277	203	309	38	48	71	457	90,078	10,009	1,36,139	3,904	30,351	..	1,06,809	3,77,379	31 0 5	7 9 8	184	505	
2,258	..		..	..	.	91	..	4,989	28,013	405	58	1,00,373	2,238	1,36,080	29 9 10	..	79	336	
20	36		..	.	3	114	..	..	52,062	..	687	..	9,233	61,982	21 1 2	..	71	22	
7,228	1,087	453	38	51	74	2,244	2,18,813	17,761	4,10,067	39,243	34,184	1,00,373	1,25,574	9,46,615	28 14 11	6 11 0	662	1,916	

SUBSIDIARY

Statistical Return of Female High and Middle Schools

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Monthly Number on the Rolls during the year	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March						Number of Scholars on the			
			In High School	In Middle School.	Total			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis	Others.	English.	Latin	Sanskrit.	Persian.
1	2	3	4*a*	4*b*	4	5	6	7*a*	7*b*	7*c*	7*d*	7*e*	7*f*	8*a*	8*b*	8*c*	8*d*
	CENTRAL DIVISION.																
	Departmental.																
Poona District.	Poona High School ...	1	..	69	69	71	52	...	7	51	...	...	11	69	..	3	..
	Aided.																
	Victoria High School ..	1	12	130	142	133	97	116	4	1	...	13	8	142	9	1	1
	Convent School	1	6	144	150	151	120	125	15	...	...	9	1	150	...	...	...
	St. Mary's High School ..	1	18	121	139	131	118	136	3	...	..	.	...	139	.	.	...
	Scottish School	1	..	4	4	21	16	4	.	...	...	...	...	4		...	...
	St Ann's School . ..	1	...	32	32	35	34	..	32	...	...	...	...	32	..	...	...
	Camp Orphanage School ...	1	4	16	20	18	16	...	20	...	...	...	...	20	...	...	...
	Zenána Mission School ...	1	3	7	10	9	8	..	9	...	...	..	1	10	...	...	...
	Do. Kámátípura ...	1	...	6	6	5	3	...	2	3	..	...	1	6	..	...	...
	Pensioners' School	1	...	40	40	36	26	35	5		...	...	...	40	..	..	...
Ratnágiri	All Saints, Dápoli	1	4	5	9	9	9	...	9	...	...	...	...	9	..	...	...
Thána.	St. Joseph's Bándra ..	1	4	330	334	304	254	85	238	...	...	11	...	334	...	...	...
Island of Bombay.	Convent School, Fort .	1	11	63	74	78	65	62	4	..	...	6	2	74	...	...	...
	Convent School, Byculla ..	1	1	69	70	83	70	59	10	.	...	1	..	70	...	...	...
	St Peter's High School ..	1	14	105	119	111	92	108	10	...	...	1	...	119	1	...	...
	Cathedral High School	1	13	121	134	127	105	117	4	1	...	6	6	134	3	...	..
	Indo British Institution ...	1	...	49	49	51	43	46	3		...	...	...	49		...	..
	St Joseph's Girls' School	1	...	121	121	111	92	7	111	...	...		3	121		...	...
	Mrs Thomas' School ...	1	...	26	26	25	20	14	1	...	..	11	..	26	...	...	...
	Normal School Society's	1	9	85	94	76	64	80	6	1	3	4	...	94	...	..	...
	Education Society's School	1	...	145	145	152	132	145	...	...	...	.	..	145	..	..	...
	School Lower Máhim ..	1	...	122	122	107	78	3	106	.	...	13	..	122	.	..	...
	Frere Fletcher School ...	1	..	59	59	68	53	12	.	2	...	45	...	59	...	..	...
	S. P. G Hindu School ...	1	...	17	17	17	12	...	...	17	...		..	17	..	...	...
	Adarji Cowasji School ...	1	...	24	24	17	12	...	...	..	...	24	.	24	.	..	...
	Khetvádi Jartosti School	1	...	25	25	20	14	.	..	...	...	25	..	25	...	...	..
	Alexandra School	1	..	100	100	79	66	...	..	2	..	98	...	100	...	...	...
	Cowasji Jehángir School .	1	...	52	52	57	44	...	.		...	52	..	52	.	...	...
	Church Mission School	1	...	13	13	15	14	.	13		...	..	...	13	..	..	...
	Students Society's School..	1	...	40	40	32	23	..	...	40	...	.		40	.		...
	B B & C I. School ..	1	...	55	55	57	40	47	8	...	...	.	...	55	..	...	..
	Victoria School	1	...	21	21	22	19		.	.	...	21	.	21		..	...
	Grand Total, C. D. ..	32	99	2,216	2,315	2,228	1,811	1,201	620	118	3	340	33	2,315	13	4	1
	NORTH-EAST DIVISION.																
Ahmednagar	*Aided*																
	American Mission School ..	1	...	27	27	24	21	..	27	..	.	...	.	27			...
	Aided.																
Násik.	Methodist School, Igatpuri	1	2	47	49	39	33	49	.	..	.	...	...	49	10	.	.
	C. M. S. Sharán-pur ...	1	...	6	6	7	6		6			.	..	6		...	
	Grand Total, N. E. D. .	3	2	80	82	70	60	49	33		...	.		82	10	.	..

FORM No. 3.

(English) for the Official year 1885-86.

31st March learning				Expenditure.								Annual Cost of educating each Scholar.				Numbers passed.			Remarks.
Marathi.	Gujarati.	French.	Portuguese.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Other sources.	Total.	Total Cost.			Cost to Government.			Matriculation Examination.	Middle School Examination (European and Eurasian Standard V; and Anglo-Vernacular Standard III.).		
8e	8f	8g	8h	9a	9b	9c	9d	9e	9f	9g	9	10			11			12	13		14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	a.	p.	Rs.	a.	p.				
69	...	...	...	11,203	...	...	34	1,500	328	1,004	14,069	198	2	6	157	12	7	...	.....		
																				Boys.	Girls.
6	...	12	...	2,074	...	...	2,487	...	2,575	200	7,336	55	2	6	15	9	6	1	4	53	89
...	...	20	...	2,688	...	...	4,042	...	689	1,108	8,527	56	7	6	17	12	10	...	5		
...	...	48	...	3,162	...	...	7,406	...	76	67	10,711	81	12	3	24	2	2	1	3	23	116
...	...	...	...	333	...	...	735	...	202	235	1,593	75	15	3	15	13	9	...	.....	2	2
...	...	...	...	411	...	...	204	...	...	302	917	26	3	2	11	11	11	...	.....		
20	...	...	...	355	...	...	...	...	789	...	1,144	63	8	11	19	11	7	...	4		
10	...	...	...	192	...	...	...	...	408	...	600	66	10	8	21	5	4	...	1		
...	...	...	...	31	...	...	...	...	99	...	130	26	0	0	6	3	2	...	.....		
...	...	...	...	559	...	422	140	...	802	...	1,923	53	6	8	15	8	5	...	2		
9	...	...	...	110	...	...	...	...	...	235	345	38	5	4	12	3	7	...	1	14	26
...	...	6	...	...	...	...	2,270	...	210	5,912	8,392	27	9	8	.....			...	1		
...	..	16	...	1,533	...	...	2,862	...	...	665	5,060	64	13	11	19	10	6	...	1	4	70
...	...	10	...	1,399	...	...	2,874	...	...	2,180	6,453	77	11	11	16	13	8	...	8	5	65
6	...	16	...	2,014	...	...	3,235	...	833	2	6,084	54	13	0	18	2	4	1	3	19	100
1	...	...	..	2,282	...	...	3,685	...	1,731	...	7,698	60	9	10	17	15	6	2	3	23	111
12	...	...	...	808	...	413	...	...	1,261	2,139	4,621	90	9	9	15	13	6	...	2	3	46
...	...	...	...	...	..	...	1,200	...	...	1,550	2,750	24	12	5	.....			...	1		
...	1	...	...	169	...	...	576	...	55	...	800	32	0	0	6	12	2	...	.....	5	21
25	...	...	...	885	...	...	2,312	...	3,155	...	6,352	83	11	4	11	10	4	...	8	24	70
45	...	...	...	2,502	...	6,040	516	...	1,805	...	10,863	71	7	6	16	7	4	...	8		
...	...	...	26	834	...	618	746	...	...	...	2,198	20	8	8	7	12	9	...	1		
...	...	6	...	...	...	...	4,000	...	...	...	4,000	78	13	2	.....			1	.....		
...	...	...	..	55	...	...	45	...	150	850	1,100	64	11	4	3	3	9	...	.....		
...	24	...	...	...	...	...	150	...	...	45	195	11	7	6	.....			...	.....		
...	25	...	...	...	...	...	175	...	...	65	240	12	0	0	.....			...	.....		
...	...	...	...	...	...	458	2,358	...	...	1,914	4,730	59	12	0	.....			...	.....		
...	52	...	...	...	...	...	482	...	63	373	918	15	13	7	.....			...	.....		
13	...	...	...	294	...	...	11	...	597	...	902	60	2	2	19	9	7	...	2		
16	...	...	...	...	...	274	122	...	247	...	643	20	1	6	.....			...	.....		
...	...	...	...	523	...	...	550	...	44	2,689	3,806	66	12	4	9	2	10	...	1	24	31
...	...	...	...	...	146	...	130	...	...	19	295	13	6	7	.....			...	.....		
232	102	134	26	34,416	146	8,225	43,347	1,500	16,209	21,554	1,25,897	56	4	6	15	7	2	6	54		
27	...	...	...	213	...	...	35	...	...	552	800	33	5	4	8	14	0	...	... ..		
...	...	...	...	575	...	...	598	...	26	129	1,328	84	0	10	41	11	11	...	3	21	28
6	...	...	...	...	...	...	...	...	...	206	206	29	6	10	.....			...	.....		
33	...	...	...	788	...	...	633	...	26	887	2,334	33	5	6	11	4	1	...	3		

SUBSIDIARY

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average monthly Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars on the 31st			
			In High School.	In Middle School.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Mahammadans.	Pársis.	Others.	English.	Latin.	Sanskrit.	Persian.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d
	NORTHERN DIVISION.																
	Aided.																
Ahmedabad.	B. B. & C. I. School ...	1	...	25	25	14	14	20	3	...	...	2	...	25	...	...	...
Surat.	Zanána Mission School ...	1	...	17	17	14	10	...	2	1	...	14	...	17	...	...	...
	Mr. Jahángirji M. School ...	1	...	19	19	18	16	...	...	...	...	19	...	19	...	...	...
Baroda.	Baroda Anglo-Indian ...	1	...	25	25	29	25	20	5	...	...	...	...	25	...	...	...
Bhávnagar.	Railway School	1	...	14	14	12	8	13	1	...	...	...	...	14	...	...	...
	Grand Total, N. D. ...	5	...	100	100	88	73	53	11	1	..	35	...	100	...	...	...
	SOUTHERN DIVISION.																
	Municipal Boards.																
Kánara.	2nd Grade, Kárwár ...	1	...	17	17	13	8	...	15	2	...	...	...	17	...	...	...
	Aided.																
Belgaum.	Convent School	1	...	29	29	21	19	3	24	...	...	2	...	29	...	...	...
	Miss Murray's School ...	1	...	17	17	20	20	17	...	...	...	...	...	17	...	...	...
Dhárwár.	European School	1	...	18	18	13	11	18	...	...	...	...	...	18	...	...	...
	Grand Total, S. D. ...	4	...	81	81	67	58	38	39	2	...	2	...	81	...	...	...
	SIND.																
	Aided.																
Karáchi.	European School, Manora...	1	16	...	16	14	12	16	...	...	...	..	...	16	...	...	...
	Convent School	1	115	...	115	115	91	91	24	...	...	...	...	115	...	...	...
	Madrasi School	1	53	...	53	49	37	...	52	...	...	1	...	53	...	...	...
	Pársi Virbáiji School ...	1	...	12	12	8	7	...	...	...	...	12	...	12	..	...	...
Hyderabad.	European School	1	...	17	17	18	13	17	...	...	...	...	...	17	...	...	...
	Grand Total, Sind ...	5	184	29	213	204	160	124	76	...	...	13	...	213	...	..	..
Presidency.	Total, Departmental ...	1	...	69	69	71	52	...	7	51	...	...	11	69	...	3	...
	Total, Municipal Boards ...	1	...	17	17	13	8	...	15	2	...	...	...	17	...	...	...
	Total, Aided	47	285	2,420	2,705	2,573	2,102	1,465	757	68	3	390	22	2,705	23	1	1
	Grand Total ...	49	285	2,506	2,791	2,657	2,162	1,465	779	121	3	390	33	2,791	23	4	1

FORM No. 3—*continued.*

March learning				Expenditure								Annual Cost of educating each Scholar		Numbers passed		Remarks
Marathi.	Gujarati.	French	Portuguese	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees	Municipal Grants.	Subscriptions	Other Sources.	Total	Total Cost	Cost to Government.	Matriculation Examination	Middle School Examination (European and Eurasian Standard V and Anglo-Vernacular Standard III)	
8*e*	8*f*	8*g*	8*h*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
				Rs	Rs	Rs.	Rs	Rs	Rs	Rs	Rs.	Rs. a. p	Rs. a p			
..	.	4	..	..		...	203	.	.	1,060	1,263	90 12 10	...	.	...	
.	17	...	.	185		...	75	...	.	933	1,193	82 3 5	13 3 5	..	1	
..	19			161		..	19	...	.	...	180	10 0 0	8 15 1	.	..	
...	.		..	...	...		.	...		...	...	.	..	..	2	
..					.	..	425	.	...	584	1,009	84 11 2	...		...	
..	36	4	...	346	...	.	722	...	...	2,577	3,645	41 9 7	3 14 5		3	
17		..	.	.	...	...	...	575	...	...	575	44 3 8	...	...	3	
	.	...	..	325	...	...	140	...	50	38	553	26 5 4	15 7 7	...	..	
.	.			360	...	...	647		...	...	1,007	50 5 7	18 0 0	..	1	5 boys
...	...	..	..	222	...	.	252	..	442	449	1,365	105 0 0	17 1 3	..	1	6 ,,
. 17	..	.		907	...	..	1,039	575	492	487	3,500	52 3 9	13 8 7	...	5	11 ,,
..	...			240	...	.	396		..	154	790	56 6 10	17 2 3	.	2	
..		(22)	...	2,197	...	..	1,423	360	..	1,191	5,171	44 15 5	19 1 8	.	5	
.	...	..	..	382	..	...	500	.	...	158	1,040	21 2 8	7 12 9	..	..	
			.	.	...	66	100	250	127	..	542	67 14 0	..	.	..	
..				305	.		604	120	.	302	1,331	73 15 1	23 9 9	..		
..		(22)		3,124		66	3,023	730	127	1,805	8,875	43 8 0	15 5 0	...	7	
60		..	.	11,203	...		34	1,500	328	1,004	14,069	198 2 6	157 12 7		...	
17		...		..			...	575	.		575	44 3 8		...	3	
196	138	138	26	28,378	146	8,291	48,730	730	16,526	26,306	129,107	50 2 10	11 0 6	6	69	11 boys.
282	138	138	26	39,581	146	8,291	48,764	2,805	16,854	27,310	143,751	54 1 8	14 14 4	6	72	11 ,,

SUBSIDIARY

Statistical Return of Primary Schools (Vernacular)

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average monthly Number on the Rolls during the year	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed						Number of Scholars on the 31st March				
			Upper Primary Stage.	Lower Primary Stage	Total.			Europeans and Eurasians	Goanese and Native Christians	Hindus.	Muhammadans.	Pārsis.	Others.	Marāthi	Gujarāti	Hindustāni.	Kānarese	Portuguese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	CENTRAL DIVISION																	
Poona.	Departmental ...	2	117	147	264	280	217	...	1	235	28	..	...	236	.	28		...
	Local Boards	239	2,408	7,789	10,197	10,082	7,333	..	4	9,667	420	1	105	10,197	...		..	...
	Municipal Boards	29	1,489	2,073	3,562	3,543	2,818	...	8	3,029	516		9	3,152	45	365	..	...
	Aided ...	51	495	2,193	2,688	2,622	2,091	...	93	2,240	336	12	7	2,495	9	156	...	..
	Native States ...	11	62	203	265	271	201	...	..	261	4	.	...	265			...	...
	Police School	1	4	16	20	28	18	...	...	16	4	.	...	20		.		..
	Night Schools.																	
	Local Boards	4	..	97	97	104	64	...	...	94	3	...	..	97		..	.	...
	Municipal Boards .	1	8	19	27	27	18	.	.	9	18			27	...	...	.	...
	Total for the District .	338	4,583	12,537	17,120	16,957	12,760	...	106	15,551	1,329	13	121	16,489	54	549	...	...
Sholapur.	Local Boards .	178	2,257	4,972	7,229	6,727	5,346	...	3	6,748	478		...	7,205	..	24		..
	Municipal Boards ..	18	778	1,052	1,830	1,850	1,424	...	10	1,580	210	29	1	1,703	23	95	9	...
	Aided	21	51	844	895	177	131	...	71	747	77	...		895	..		...	...
	Native States	32	414	1,004	1,418	1,434	1,129	.	..	1,190	228	...	..	1,287	.	131	...	...
	Police School	1	15	11	26	41	9	...	...	15	11		...	26	...	...		...
	Night Schools.																	
	Local Boards . .	9		242	242	238	174	...	...	219	23	...		242	...			...
	Municipal Boards	1	..	31	31	33	27	..	...	31	...			31	...	.	...	
	Total for the District	260	3,515	8,156	11,671	10,500	8,240		84	10,530	1,027	29	1	11,389	23	250	9	...
Satāra.	Local Boards .	205	3,696	7,398	11,094	11,225	8,488	...	2	10,418	674	.		10,962	...	132		
	Municipal Boards	29	1,653	2,088	3,741	3,894	3,113	..	8	3,286	445	2	...	3,483	...	258	...	...
	Aided	16	120	604	724	731	594	...	16	605	100	3	.	684		40		.
	Native States	62	588	1,859	2,447	2,505	1,880	...	..	2,303	143	...	1	2,425		22	.	
	Unaided	3	5	35	40	not su	pplied.	.	3	37	.	...	.	40		.		...
	Police School .	1	11	30	41	34	35		...	31	10	...	...	41	.		...	.
	Night Schools.																	
	Local Boards	6	6	148	154	147	97	..	..	148	6	...	..	154	.		...	.
	Municipal Boards .	4	6	178	184	165	110			164	20	..		184	..	...	...	..
	Total for the District	326	6,083	12,340	18,425	18,701	14,317	..	29	16,992	1,398	5	1	17,973		452	...	..
Ratnāgiri.	Local Boards ..	140	3,745	6,720	10,465	10,215	7,796	...	68	9,802	595	...		10,224		241	...	..
	Municipal Boards	6	895	595	1,490	1,559	1,206	...	15	1,372	103	..	.	1,490	...		...	.
	Aided	25	156	921	1,077	1,041	848	...	5	742	330		...	773	.	304	.	
	Native States ...	53	1,314	1,781	3,095	2,980	2,282		109	2,757	229	...		3,057		38		..
	Police School ...	1	50	57	107	109	24	.	.	101	6	...	..	107			...	..
	Total for the District	225	6,160	10,074	16,234	15,901	12,156		197	14,774	1,263	..	.	15,651		583		
Thana.	Local Boards	137	1,841	6,002	7,843	7,787	5,657	4	633	6,218	600	302	86	6,902	647	267	...	27
	Municipal Boards .	22	942	1,762	2,704	2,810	2,106		154	1,998	424	81	47	2,226	102	331		45
	Aided . .	41	138	976	1,114	1,063	876		109	856	89	22	38	890	70	54	.	100
	Native States	9	32	199	231	235	163	.	.	205	22	.	4	231		.	...	.
	Police School ...	1	13	72	85	100	47			64	9	..	12	85	...			..
	Night Schools.																	
	Municipal Boards .	1	11	41	52	47	32			49	2		1	52		.		.
	Aided...	1		45	45	50	34	...	.	42	3	.		45				..
	Total for the District	212	2,977	9,097	12,074	12,095	8,915	4	896	9,432	1,149	405	188	10,431	819	652		172
Kolāba	Local Boards	99	1,357	3,716	5,073	5,074	3,755	.	3	4,653	341	..	76	4,842		231		
	Municipal Boards ...	15	745	1,114	1,859	1,995	1,492		7	1,542	253		57	1,648		211		
	Aided	14	28	337	365	374	307		2	339	13	.	11	365	...	...	...	..
	Native States	6	78	170	248	241	187	,		245	1		2	248	...			
	Police School .	1	.	31	31	37	23			31	...			31	..		.	..
	Total for the District	135	2,208	5,368	7,576	7,721	5,764	...	12	6,810	608	...	146	7,134		442	..	.

FORM No. 4.

for Boys for the official year 1885-86.

Learning		Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Sanskrit.	Tamil.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8*f*	8*g*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	136	...	...	490	...	...	...	626	2 3 9	0 7 9	7	17	
...	...	17,044	20,890	452	7,193	124	...	...	45,703	4 8 6	1 11 1	186	613	9,365 boys and 832 girls.
...	...	3,823	295	5,400	4,997	...	...	224	14,739	4 2 7	1 1 3	120	180	3,429 boys and 133 girls.
...	28	1,032	200	...	4,237	707	...	1,522	7,698	2 15 0	0 6 4	7	137	261 boys and 78 girls.
...	...	...	1,336	...	...	...	...	...	1,336	4 14 11	...	5	17	253 boys and 12 girls.
..	...	...	...	...	12	...	...	...	12	0 6 10	...	...	3	
...	...	82	...	...	24	...	...	...	106	1 0 4	0 12 7	...	...	
...	...	11	5	5	7	...	...	...	28	1 0 7	0 6 6	...	3	
...	28	22,128	22,726	5,857	16,960	831	...	1,746	70,248	4 2 3	1 4 10	325	970	
...	...	10,018	17,328	...	4,772	42	...	...	32,160	4 12 6	1 7 10	350	633	6,959 boys and 270 girls.
23	...	663	580	5,735	1,991	...	...	...	8,969	4 13 7	0 5 9	131	207	1,801 boys and 29 girls.
...	...	425	...	...	62	...	...	758	1,245	7 0 7	2 6 5	8	41	180 boys and 24 girls.
...	...	...	3,000	...	630	...	4,092	2	7,724	5 6 2	...	54	112	1,200 boys and 33 girls.
...	...	...	..	...	...	...	...	...	...	...	...	...	1	
...	...	134	...	...	...	...	...	...	134	0 9 0	0 9 0	...	3	
31	...	...	...	233	...	...	...	...	233	7 1 0	...	...	..	
54	...	11,240	20,908	5,968	7,455	42	4,092	760	50,465	4 12 10	1 1 2	543	997	
...	...	16,365	25,857	126	9,746	47	...	11	52,152	4 10 4	1 7 4	368	1,078	10,864 boys and 230 irls.
...	...	4,201	...	3,191	2,671	...	...	...	10,063	2 9 3	1 1 3	115	300	3,648 boys and 93 girls.
...	...	221	204	...	852	...	...	330	1,607	2 3 2	0 4 10	5	68	682 boys and 36 girls
8	...	...	6,983	75	949	5	1,389	10	9,411	3 12 1	...	38	103	2,360 boys and 87 girls.
...	...	...	...	...	...	...	...	434	434	...	...	...	...	
...	...	221	...	...	...	...	...	...	221	6 8 0	6 8 0	...	6	
...	...	173	..	...	...	...	...	...	173	1 2 10	1 2 10	...	2	
...	...	68	...	81	...	...	...	...	149	0 14 5	0 6 7	...	7	
8	...	21,249	33,044	3,473	14,218	52	1,389	785	74,210	3 15 6	1 2 2	526	1,564	
...	...	17,102	12,135	60	5,529	114	...	...	34,940	3 6 9	1 10 9	386	913	10,299 boys and 66 girls.
..	...	959	..	1,108	1,360	...	..	...	3,427	2 3 2	0 9 10	142	159	
...	...	135	500	...	980	..	...	87	1,702	1 10 2	0 2 1	17	30	966 boys and 71 girls.
...	...	...	8,727	...	1,890	1,209	140	37	12,003	4 0 5	...	168	271	3,069 boys and 26 girls
...	...	228	...	...	31	...	..	...	259	2 6 0	2 1 6	...	...	
...	...	18,424	21,362	1,168	9,790	1,323	140	124	52,331	3 4 8	1 2 6	713	1,383	
...	...	15,200	16,945	638	7,058	30	...	...	39,871	5 1 10	1 15 3	173	590	7190 boys and 653 girls.
...	...	3,540	...	739	2,449	...	...	...	6,728	2 6 4	1 4 2	111	224	2,496 boys and 208 girls.
...	...	289	230	...	1,711	816	...	...	3,046	2 13 10	0 4 4	7	60	1044 boys and 70 girls.
...	...	...	...	...	...	...	1,156	...	1,156	4 13 9	...	1	2	229 boys and 2 girls.
...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	46	...	...	...	...	...	...	46	0 15 8	0 15 8	3	3	
...	...	...	20	...	...	...	...	40	60	1 3 2	...	...	...	
...	...	19,075	17,195	1,377	11,218	846	1,156	40	50,907	4 3 4	1 9 3	295	879	
...	...	10,040	13,667	388	4,275	174	...	14	28,558	5 10 1	1 15 8	89	159	4,786 boys and 287 girls
...	...	1,835	1,323	299	856	...	...	...	4,313	2 2 7	0 14 9	60	134	1731 boys and 128 girls.
...	...	...	192	...	4	...	...	198	394	1 10 3	...	...	7	322 boys and 5 girls.
...	...	...	1,212	...	...	...	...	...	1,212	5 0 6	...	2	3	241 boys and 7 girls.
...	...	...	...	..	...	...	...	31	31	0 13 5	...	...	...	
...	...	11,875	16,394	687	5,135	174	...	243	34,508	4 7 6	1 8 7	151	303	

District or State.	Name or Class of Institutions	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Monthly number on the Rolls during the year	Average daily Attendance	Classification of the Scholars on 31st March according to Race or Creed						Number of Scholars on the				
			Upper Primary Stage.	Lower Primary Stage	Total.			Europeans and Eurasians	Goanese and Native Christians	Hindus.	Muhammadans.	Pársis	Others.	Maráthi.	Gujaráti	Hindustáni	Kánarese.	English.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	CENTRAL DIVISION —*concluded*																	
Island of Bombay	Local Boards	40	2,256	2,633	4,889	5,110	4,222		33	4,032	355	454	15	2,808	1,950	131		..
	Aided . .	47	1,264	2,870	4,134	4,152	3,354		39	2,039	766	1,152	138	1,949	1,735	450	...	...
	Unaided .	6	367	550	917	853	712		.	290	147	480	.	93	824			.
	Night Schools.																	
	Local Boards .. .	3	...	128	128	104	68	..	...	51	77		.		128			...
	Aided . .	5	163	116	279	299	215	...	10	243	16		10	279	...			...
	Total for Bombay...	101	4,050	6,297	10,347	10,518	8,571		82	6,655	1,361	2,086	163	5,129	4,637	581		
Abstract of Totals for the Central Division.	*Day Schools.*																	
	Departmental . . .	2	117	147	264	280	217	.	1	235	28	..	.	236		28	...	...
	Local Boards .	1,038	17,560	39,230	56,790	56,220	42,597	4	746	51,538	3,463	757	282	53,140	2,597	1,026		...
	Municipal Boards	110	6,502	8,684	15,186	15,651	12,159		202	12,807	1,951	112	114	13,702	170	1,260	9	..
	Aided	215	2,252	8,745	10,997	10,160	8,201	.	335	7,568	1,711	1,189	194	8,051	1,814	1,004	...	...
	Native States ..	173	2,488	5,216	7,704	7,669	5,842		109	6,061	627		7	7,513	.	191	..	..
	Unaided . ..	9	372	585	957	853	712		3	327	147	480	..	133	824		..	..
	Police Schools .	6	93	217	310	349	156		.	258	40		12	310		...		..
	Total, Day Schools .	1,502	29,384	62,824	92,208	91,182	69,884	4	1,396	79,694	7,967	2,538	609	83,085	5,405	3,509	9	...
	Night Schools.																	
	Local Boards	22	6	615	621	593	403	..	..	512	109	.	.	493	128			...
	Municipal Boards	7	25	269	294	272	187	.		253	40		1	294	...		..	.
	Aided	6	163	161	324	349	249	..	10	285	19	.	10	324				...
	Total, Night Schools	35	194	1,045	1,239	1,214	839	...	10	1,050	168		11	1,111	128	.		...
	Grand Total C D.	1,597	29,578	63,869	93,447	92,396	70,723	4	1,406	80,744	8,135	2,538	620	84,196	5,533	3,509	9	.
	NORTH EAST DIVISION																	
Khándesh.	Local Boards	363	4,277	11,408	15,685	16,066	11,598		2	14,244	1,276	3	160	15,168	...	517	...	...
	Municipal Boards .	43	1,739	3,835	5,574	5,742	4,563	...	8	4,484	1,043	8	31	4,804	60	710	..	...
	Aided	5	28	158	186	162	131		1	156	28		1	186		.	.	..
	Total	411	6,044	15,401	21,445	21,970	16,292		11	18,884	2,347	11	192	20,158	60	1,227		
Ahmednagar	Local Boards ...	220	3,229	6,033	9,262	9,360	6,837	.	7	8,269	890	...	96	9,109	..	153	...	...
	Municipal Boards	10	588	1,085	1,673	1,699	1303		4	1,244	410	11	4	1,417		256		..
	Aided ..	73	299	1147	1446	1322	1044		379	1,023	31		13	1446		..	.	11
	Total	303	4,116	8,265	12,381	12,381	9,184	.	390	10,536	1,331	11	113	11,972	...	409		11
Nasik	Local Boards ..	221	2,967	6,269	9,236	9,112	6,531	...	3	8,143	801	3	286	8,915		321		
	Municipal Boards	21	1,008	1,616	2,624	2,643	2,023	.	4	2,092	501	3	24	2,262		362		...
	Aided .	18	200	583	783	838	644		58	614	105	1	5	752		29	.	.
	Total ..	260	4,175	8,468	12,643	12,593	9,198	..	65	10,849	1,407	7	315	11,931	..	712		
	Total, Local Boards	804	10,473	23,710	34,183	34,538	24,966		12	30,656	2,967	6	542	33,192		991		...
	Total, Municipal Boards .	74	3,335	6,536	9,871	10,084	7,889		16	7,820	1,954	22	59	8,483	60	1,328		..
	Total, Aided	96	527	1,888	2,415	2,322	1,819	..	438	1,793	164	1	19	2,386	.	29	.	11
	Total, Police Schools .	4	40	138	178	170	137	...	4	94	45	...	35	178		..	...	.
	Total, Day Schools ..	978	14,375	32,272	46,647	47,114	34,811	.	470	40,363	5,130	29	655	44,239	60	2,348	..	11

FORM No. 4—*continued.*

31st March learning				Expenditure								Annual Cost of educating each Scholar.		Numbers passed,		Remarks	
Portuguese.	Sanskrit.	Hebrew.	Tamil.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV	Vernacular Standard II		
8*f*	8*g*	8*h*	8*i*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14	
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Boys.	Girls.
...	...	...	...	2,602	2,178	17,006	17,090	...	...	...	38,966	7 10 0	0 8 5	273	634	4,826	63
...	...	131	...	3,958	261	5,000	11,965	2,230	...	5,736	29,150	7 0 4	0 15 3	40	86	3,980	154
...	...	...	...	...	..	...	9,148	273	...	2,627	12,048	14 2 0	. .	11	34		
...	...	...	...	290	...	...	119	..	...	...	409	3 14 11	2 12 5	...	...		
..	...	...	...	...	. .	...	156	445	...	213	814	2 11 7		.	5		
...	...	131	.	6,940	2,439	22,006	38,478	2,948	...	8,576	81,387	7 11 8	0 10 7	324	759		
...	...	...	...	136	.	...	490	...	..	...	626	2 3 9	0 7 9	7	17		
27	...	...	...	88,461	109000	18,070	55,663	531	...	25	272,350	4 13 6	1 9 2	1,825	4,620	54,289	2,501
45	23	...	...	15,021	2,198	16,472	14,324	.	...	224	48,239	3 1 4	0 15 4	679	1,204	14,595	591
100	...	131	28	6,030	1,587	5,000	19,811	3,753	.	8631	44,842	4 6 7	0 9 7	84	439	10,553	444
..	8	...	...	.	21,258	75	3,469	1,214	6,777	49	32,842	4 4 6	...	268	508	7,537	167
...	...	...	...	.	.	..	9,148	273		3061	12,482	14 10 2	...	11	34		
...	..	...	...	449	...	...	43	...	...	31	523	1 8 0	1 4 7	...	10		
172	31	131	28	110127	134043	40,217	1.02948	5,771	6,777	12,021	411,904	4 8 3	1 3 4	2,874	6,832		
...	...	...	...	679	...	...	143	...	...		822	1 6 2	1 2 4	...	5		
...	31	...	. .	125	5	319	7	. .	...	...	456	1 8 2	0 7 4	3	13		
..	...	...	...	.	20	.	156	445	...	253	874	2 8 1	..	...	5		
...	31	...	...	804	25	319	306	445	...	253	2,152	1 12 4	0 10 7	3	23		
172	62	131	28	110931	134068	40,536	103,254	6,216	6,777	12,274	414,056	4 7 8	1 3 3	2,877	6,855		
...	..	...	...	17,114	59,966	...	9,471	...	...	...	86,550	5 6 2	1 1 1	464	1,246	15,533	152
...	...	...	..	4,083	4,154	8,159	3,567	..	...	...	19,964	3 7 8	0 11 5	180	505	5,469	105
...	..	...	. .	92	...	...	..	...	...	54	146	0 14 5	0 9 1	1	14	184	2
...	.	...	..	21,289	64,120	8,159	13,038	...	..	54	1,06,660	4 13 8	0 15 6	645	1,765	21,186	259
...	...	..	.	17,226	24,655	55	6,295		..	...	48,230	5 2 5	1 13 5	276	768	8,995	267
...	...	...	...	1,838	1,278	2,639	1,730	..	...	...	7,486	4 6 6	1 1 4	69	119	1,634	39
...	.	...	...	1,994	...	...	43	433	...	6,766	9,236	6 15 9	1 8 2	10	07	1,342	104
...	..	...	...	21,058	25,933	2,694	8,068	433	...	6,766	64,952	5 3 11	1 11 2	355	984	11,971	410
...				17,259	22,424	20	5,237	...	.		44,942	4 14 11	1 14 4	371	869	8,950	286
.	...	...	...	4,152		5,486	2,761	. .		.	12,397	4 11 1	1 9 2	118	228	2,615	9
...	.	...	...	586	...	...	498	...	...	2,594	3,678	4 6 3	0 11 2	10	58	753	30
..	..		...	21,997	22,424	5,506	8 496	..	...	2,594	61,017	4 13 6	1 12 9	499	1,155	12,318	325
...	...	...	...	51,599	1,07,046	75	21,003	...	..	..	1,79,722	5 3 3	1 7 11	1,111	2,885	33,47	705
...	...	..	...	10,073	5,432	16,284	8,058	.	.	...	39,847	3 15 2	0 15 11	367	850	9,718	153
..	...	...	...	2,672		...	541	433		9,414	13,060	5 10 0	1 2 5	21	169	2,279	136
..	...	...	...	510	.	...	22	...	...	...	532	3 2 1	3 0 0	1	13		
...	.		.	64,854	1,12,477	16,359	29,624	433	.	9,414	2,33,161	4 15 2	1 6 0	1,500	3,317		

SUBSIDIARY

District or State	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Monthly Number on the Rolls during the year	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.					Number of Scholars on the 31st March learning				
			Upper Primary Stage.	Lower Primary Stage.	Total			Goanese and Native Christians	Hindus.	Mohammadans.	Pársis.	Others.	Maráthi.	Gujaráti.	Hindustáni.	Kánarese.	English.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b	8c	8d	8e
	NORTH EAST DIVISION—*continued.*																
	Night Schools.																
KHÁNDESH.	Local Boards ...	4	8	63	71	75	40	..	67	4	...	.	71	.	...	...	...
	Municipal Boards ..	5	15	117	132	137	73	2	83	47	...	...	132	.	..	..	...
	Total ..	9	23	180	203	212	113	2	150	51	...	...	203	...	...	...	...
AHMEDNAGAR.	Local Boards	4	5	104	109	124	76	...	98	11	...	..	109	...	..	..	—
	Municipal Board ..	1	3	30	33	38	20	...	25	8	...	..	33	...	...	..	
	Total ..	5	8	134	142	162	96	..	123	19	...	...	142	...	...		...
NÁSIK.	Local Boards	9	6	210	216	217	126	...	195	19	...	2	216	...	...	...	...
	Municipal Boards ..	4	10	106	116	154	76	...	68	48			72		44	..	..
	Total ..	13	16	316	332	371	202	...	263	67	...	2	288	...	44	...	...
	Total, Night Schools ..	27	47	630	677	745	411	2	536	137	...	2	633	...	44		
	Grand Total, N. E. D. ...	1,005	14,422	32,902	47,324	47,859	35,222	472	40,899	5,267	29	657	44,872	60	2,392		11
	NORTHERN DIVISION.																
AHMEDABAD.	Departmental	1	76	67	143	134	101		114	12	17	..		143	..		.
	Local Boards	154	3,276	6,307	9,583	8,666	6,422	27	8,874	678		4		9,583	...	. .	..
	Municipal Boards .	24	1,930	2,664	4,594	4,632	3,493	2	3,470	1087	28	7		4,594	556		
	Aided	9	146	533	679	671	496	8	446	215	8	2		679	.	.	...
	Native States	2	20	29	49	49	41		44	5	.			49	...		...
	Police Schools	2	13	75	88	81	41	1	55	32	..		..	88	.	..	...
	Night Schools.																
	Municipal Board	1	2	47	49	47	29		5	44			.	49	.	.	..
	Total for the District ..	193	5,463	9,722	15,185	14,280	10,623	38	13,008	2,073	53	13	.	15,185	556		..
KAIRA.	Local Boards	197	5,486	10,066	15,552	13,942	10,316	10	13,943	1,590	9	...		15,552	245		
	Municipal Boards .	13	1,222	1,515	2,737	2,617	1,977		2,276	456	4	1		2,737	362		
	Aided .	12	84	722	806	696	554	42	711	53			.	806	..		
	Police School	1	4	34	38	26	15	..	19	18	1			38	.		.
	Night Schools																
	Local Board .. .	1	3	20	23	22	14	...	18	5	.	..	.	23			...
	Municipal Board ...	1	10	22	32	24	16	.	30	2	.	.		32			.
	Total for the District	227	6,809	12,379	19,188	17,327	12,892	52	16,997	2,124	14	1		19,188	607		

FORM No. 4—*continued.*

Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Provincial Revenues	Local Rates or Cesses.	Municipal Grants.	Fees	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	404	...	..	...	...	...	404	5 6 2	...	...	...	
74	27	123	...	...	...	...	224	1 10 2	0 8 8	...	...	
74	431	123	...	...	...	...	628	2 15 5	0 5 7	...	...	
...	190	...	...	...	...	...	190	1 8 6	...	...	...	
12	23	36	...	...	...	...	71	1 13 10	0 5 1	...	...	
12	213	36	...	...	...	...	261	1 9 9	0 1 2	...	...	
...	494	...	...	...	...	...	494	2 4 5	...	...	21	
93	...	133	...	...	...	...	226	1 7 6	0 9 8	...	2	
93	494	133	...	...	...	...	720	1 15 1	0 4 0	...	23	
179	1,138	292	...	..	...	...	1,609	2 2 7	0 3 10	...	23	
65,033	1,13,615	16,651	29,624	433	...	9,414	2,34,770	4 14 6	1 5 9	1,500	3,940	
435	...	...	190	...	...	...	625	4 10 8	3 3 11	5	29	
14,375	16,610	194	5,201	760	...	...	37,140	4 4 7	1 10 6	401	931	
4,128	1,694	8,003	5,843	...	...	...	19,668	4 3 11	0 14 3	227	583	
385	50	...	117	...	...	11,28	1,680	2 8 1	0 9 2	9	43	
...	...	...	43	...	226	...	269	5 6 9	...	...		
...	...	...	...	...	...	...	...	...	...	...	...	
...	...	45	19	...	...	...	64	1 6 0	...	...	6	
19,323	18,354	8,242	11,413	760	226	1,128	59,446	4 2 7	1 5 9	642	1,606	
9,327	40,505	...	8,252	..	...	..	58,084	4 2 8	0 10 8	656	1,332	
2,906	...	5,105	2,450	..	...	...	10,461	4 0 0	1 1 9	153	217	
230	162	...	...	..	...	164	556	0 12 9	0 5 3	5	11	
...	...	...	..	..	...	...	...	...	...	...	.	
...	56		...	...	...	...	56	2 8 9	..	...	2	
...	...	59	...	...	...	...	59	2 6 10	...	1	3	
12,463	40,723	5,164	10,702	...	...	164	69,216	3 15 11	0 10 4	815	1,565	

District or State	Name or Class of Institutions	Number of Institutions	Number of Scholars on the Rolls on 31st March			Average Monthly Number on the Rolls during the year	Average daily Attendance	Classification of the Scholars on 31st March according to Race or Creed						Number of Scholars on the 31st March learning	
			Upper Primary Stage	Lower Primary Stage	Total			Europeans and Eurasians	Goanese and Native Christians	Hindus	Muhammadans	Pārsis	Others	Gujarātī	Hindustānī
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b
	NORTHERN DIVISION —*continued.*														
PANCH MAHALS.	Local Boards	62	1,035	2,284	3,319	3,016	2,240			2,971	175		173	3,319	41
	Municipal Boards ..	7	203	682	885	778	604			545	337	3		885	212
	Aided . ..	2	3	61	64	52	41	.		64				64	
	Police Schools .	2	31	149	180	194	130	...		86	15	...	79	180	
	Night Schools														
	Local Boards . ..	9	17	67	84	96	65	.		79	5		...	84	...
	Total for the District	82	1,289	3,243	4,532	4,136	3,080	...		3,645	532	3	252	4,532	253
BROACH.	Local Boards . ..	195	3,262	7,059	10,321	9,086	5,542			7,301	2,648	65	307	10,321	412
	Municipal Boards ..	15	839	1,812	2,651	2,424	1,669			1,718	833	100		2,651	387
	Aided	3	62	153	215	195	154			124	16	75	.	215	
	Night Schools.														
	Local Boards .	17	67	279	346	305	171			175	171			346	
	Municipal Boards ..	5	22	82	104	96	50	.		69	35	...		104	
	Total for the District	235	4,252	9,385	13,637	12,106	7,586			9,387	3,703	240	307	13,637	799
SURAT.	Local Boards .	237	4,227	10,086	14 313	13,328	9,222		1	11,607	870	581	1,254	14,313	288
	Municipal Boards ..	22	1,187	2,149	3,336	3,342	2,470		1	2,511	604	187	33	3,336	314
	Aided . ..	14	237	715	952	990	725		7	488	69	388	...	952	.
	Police School ..	1		55	55	68	31			37	18	.	..	55	.
	Night Schools.														
	Local Boards .. .	2	7	32	39	32	25	...	...	31	3	.	5	39	
	Municipal Boards ..	3	4	73	77	70	46			46	19		12	77	
	Total for the District .	279	5,662	13,110	18,772	17,839	12,519		9	14,720	1,583	1,156	1,304	18,772	602
CAMP DESA.	Departmental . ..	1	43	65	108	109	83			71	27	10	...	108	...
CAMP BARODA.	Departmental . ..	1	66	29	95	89	72		...	65	6	24	..	95	...
	Aided	1	.	35	35	37	29			32	2	1	...	35	...
	Total for the District ..	2	66	64	130	126	101			97	8	25		130	...
KATHIAWAR.	Native States . .	635	14,233	22,435	36 668	35,784	27,402		4	29,767	6,859	34	4	36,355	365
	Aided	2		63	63	90	61		3	42	18			63	
	Night Schools														
	Native States	54		1,030	1,030	1,018	579			848	182	..		1,030	..
	Total for the District	691	14,233	23,528	37,761	36,892	28,042	...	7	30,657	7,059	34	4	37,686	365

FORM No. 4—*continued.*

Sanskrit.	Expenditure.								Annual Cost of educating each Scholar		Numbers passed		Remarks.
	Provincial Revenues.	Local rates or Cesses.	Municipal Grants	Fees.	Subscriptions.	Revenues of Native States	Endowments and other Sources.	Total.	Total Cost	Cost to Government.	Standard Vernacular IV.	Standard Vernacular II.	
8c	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs.	Rs. a. p.	Rs. a. p.			
...	8,619	2,773	...	1,405	...	...	...	12,797	4 3 11	2 13 9	87	177	
.	..	...	3,599	529	..	..	...	4,128	5 4 11	...	24	62	
...	..	55	...	...	...	...	...	55	1 0 9	...	...	...	
..	...	...	...	...	...	...	...	...	...	...	...	...	
.	...	215	...	16	...	...	...	231	2 6 4	...	...	5	
	8,619	3,043	3,599	1,950	...	...	...	17,211	4 2 7	2 1 4	111	244	
	1,000	41,496	...	4,207	...	...	...	46,703	5 2 3	1 1 7	387	844	
..	...	..	10,895	2,426	...	...	...	13,321	5 7 11	...	130	239	
...	60	...	...	...	...	...	481	541	2 12 5	0 4 11	7	21	
..	...	350	...	...	...	...	...	350	1 2 4	...	4	20	
	...		119	...	...	...	..	119	1 3 10	...	1	12	
...	1,060	41,846	11,014	6,633	...	...	481	61,034	5 0 8	0 1 5	529	1,136	
...	14,259	38,989	...	6,224	..	...	...	59,472	4 7 5	1 1 1	453	1,099	
.	3,878	..	7,509	3,372	...	...	...	14,759	4 6 4	1 2 7	195	412	
...	752	40	...	137	...	...	2,185	3,114	3 2 4	0 12 2	31	75	
..	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	54	...	6	...	...	...	60	1 14 0	...	...	4	
...	...	...	95	23	...	...	...	118	1 7 10	...	...	7	
...	18,889	39,083	7,604	9,762	...	...	2,185	77,523	4 5 6	1 0 11	679	1,597	
....	219	...	...	84	...	...	...	303	2 12 6	2 0 2	5	27	
...	592	..	...	129	...	...	...	721	8 0 4	6 9 4	4	5	
...	50	...	...	...	...	...	...	50	1 5 7	1 5 7	...	...	
.	642		...	129	...	...	...	771	6 1 3	5 0 11	4	5	
312	...	...	...	23,546	...	1,30,230	10,672	1,64,448	4 9 6	...	1,913	3,993	
.	.	...	...	16	...	...	370	386	4 4 7	...	...	...	
	...	...	...	...	...	1,716	...	1,716	1 10 11	...	...	...	
312	.	...	..	23,562	...	1,31,946	11,042	1,66,550	...	...	1,913	3,993	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars on the 31st				
			Upper Primary Stage.	Lower Primary Stage.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Gujaráti.	Maráthi.	Hindustáni.	Kánarese.	Sindhi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	NORTHERN DIVISION —*continued.*																	
Cutch.	Native States	92	1,519	4,367	5,886	5,793	4,211	...	1	4,788	1,086	11	...	5,859	...	...	...	...
	Unaided	1	...	51	51	49	29	...	...	...	51	...	...	...	...	51	...	...
	Night Schools.																	
	Native States	10	115	148	263	244	154	...	...	185	78	...	...	263	...	...	...	...
	Total for the District ...	103	1,634	4,586	6,200	6,086	4,394	...	1	4,973	1,215	11	...	6,122	...	51	...	...
Rewa Kántha.	Native States	78	1,779	3,761	5,540	5,222	3,635	...	...	4,959	463	16	102	5,540	...	(51)	...	...
	Night Schools.																	
	Native States	2	14	31	45	49	32	...	...	42	3	...	...	45	...	...	...	...
	Total for the District ...	80	1,793	3,792	5,585	5,271	3,667	...	...	5,001	466	16	102	5,585	...	51	...	...
	Mahi Kántha	82	1,872	3,396	5,268	5,062	4,036	...	...	4,888	376	...	4	5,268	...	...	...	...
	Pálanpur	35	866	1,400	2,266	2,186	1,611	...	...	1,836	429	1	...	2,266	...	(76)	...	...
	Cambay	7	206	540	746	734	505	...	...	638	96	12	...	746	...	...	...	...
	Surat Agency	28	455	1,251	1,706	1,618	1,105	...	...	1,149	159	43	355	1,706	...	...	...	...
	Baroda, Aided	3	95	219	314	403	281	...	...	...	...	314	...	314	...	...	...	...
Abstract.	*Day Schools.*																	
	Total, Departmental ...	3	185	161	346	332	256	...	...	250	45	51	...	346	...	...	...	...
	Total, Local Boards ...	845	17,286	35,802	53,088	48,038	33,742	...	38	44,696	5,961	655	1,738	53,088	...	(986)	...	...
	Total, Municipal Boards.	81	5,381	8,822	14,203	13,793	10,213	...	3	10,520	3,317	322	41	14,203	...	(831)	...	...
	Total, Aided	46	627	2,501	3,128	3,134	2,341	..	60	1,907	373	786	2	3,128	...	...	...	...
	Total, Native States ...	959	20,950	37,179	58,129	56,448	42,546	...	5	48,069	9,473	117	465	57,789	...	(492)	...	...
	Total, Unaided	1	...	51	51	49	29	...	...	...	51	...	...	51	...	(51)	...	...
	Total, Police Schools ...	6	48	313	361	369	217	...	1	197	83	1	79	361	...	...	...	...
	Total, Day Schools ...	1,941	44,477	84,829	1,29,306	1,22,163	89,344	...	107	1,05,689	19,303	1,932	2,325	1,28,966	...	(2,360)	...	...
	Night Schools.																	
	Total, Local Boards ...	29	94	398	492	455	275	...	...	303	184	...	5	492	...	...	...	...
	Total, Municipal Boards.	10	38	224	262	246	141	...	...	150	100	...	12	262	...	...	...	...
	Total, Native States ...	66	129	1,209	1,338	1,311	765	...	...	1,075	263	...	...	1,338	...	...	...	...
	Total, Night Schools ...	105	261	1,831	2,092	2,012	1,181	...	...	1,528	547	...	17	2,092	...	...	...	...
	Grand Total, N. D. ...	2,046	44,738	86,660	1,31,398	1,24,175	90,525	...	107	1,07,167	19,850	1,932	2,342	1,31,088	...	(2,360)	...	...

FORM No. 4—*continued.*

March learning				Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Portuguese.	Sanskrit.	Hebrew.	Tamil.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8*f*	8*g*	8*h*	8	9*a*	9*b*	9*c*	9*d*	9*e*	8*f*	9*g*	9*i*	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	27	...	...	...	353	...	4,268	897	19,304	3,391	28,213	4 13 11	...	161	702	
...	...	...	...	...	...	...	...	6	7	614	627	12 12 4	...			
...	...	...	...	...	...	...	172	13	613	...	798	3 4 11	...	4	25	
...	27	...	...	...	353	...	4,440	910	19,917	3,391	29,011	4 12 3	...	165	727	
...	...	...	..	...	277	...	2,520	...	18,850	...	21,647	4 2 4	...	192	324	
...	...	...	...	...	...	...	14	...	94	...	108	2 3 8	...	...	...	
...	...	...	...	...	277	...	2,534	...	18,944	...	21,755	4 2 1	...	192	324	
...	...	...	...	...	...	...	3,852	722	15,733	39	20,346	4 0 4	...	206	535	
...	...	...	...	...	...	...	927	130	6,940	426	8,423	3 13 8	...	103	244	
...	...	..	...	...	...	...	670	...	1,490	...	2,160	2 15 1	...	38	77	
...	...	...	...	...	...	...	583	...	7,165	...	7,748	4 12 8	...	59	145	
...	...	...	...	...	...	...	...	...	...	1,638	1,638	4 1 1	...	18	38	
...	...	...	...	1,246	...	...	403	...	...	...	1,649	4 15 4	3 11 11	14	61	
...	...	...	..	47,580	140,373	194	25,289	760	...	...	2,14,196	4 7 9	0 15 10	1,984	4,383	
...	...	...	...	10,912	1,694	35,111	14,620	...	...	...	62,337	4 8 4	0 12 8	729	1,513	
...	...	...	...	1,477	307	..	270	...	...	5,966	8,020	2 8 11	0 7 7	70	188	
...	340	...	...	...	630	...	36,409	1,749	1,99,938	14,528	2,53,254	4 8 0	..	2,672	6,034	
...	...	..	...	...	...	...	...	6	7	614	627	12 12 0	...	...	...	
...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	340	...	...	61,215	1,43,004	35,305	76,991	2,515	1,99,945	21,108	5,40,083	4 6 9	0 8 0	5,469	12,179	
...	...	...	...	...	675	...	22	...	...	...	697	1 8 6	..	4	31	
...	...	...	...	...	...	318	42	...	...	...	360	1 7 5	...	2	28	
...	...	...	...	...	...	...	186	13	2,423	...	2,622	2 0 1	..	4	25	
...	...	...	...	...	675	318	250	13	2,423	...	3,679	1 13 3	...	10	84	
...	340	...	...	61,215	1,43,679	35,623	77,241	2,528	2,02,368	21,108	5,43,762	4 6 8	0 8 0	5,479	12,263	

District or State.	Name or Class of Institutions	Number of Institutions	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of Scholars on 31st March according to Race or Creed.						Number of Scholars on the 31st March				
			Upper Primary Stage.	Lower Primary Stage.	Total.			Europeans and Eurasians.	Goanese and Native Christians	Hindus.	Muhammadans.	Pársis.	Others	Maráthi.	Gujaráti.	Hindustáni.	Kánarese.	Sindhi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	SOUTHERN DIVISION.																	
Belgaum.	Local Boards	200	4,049	11,589	15,638	15,184	10,918	...	57	13,821	1,760	...	...	3,880	...	559	11,199	...
	Municipal Boards ...	18	806	2,005	2,811	2,611	1,948	...	1	2,285	524	1	..	772	...	384	1,655	...
	Aided	69	458	1,604	2,062	1,909	1,715	...	5	1,975	82	...	...	576	..	..	1,486	...
	Total for the District ...	287	5,313	15,198	20,511	19,704	14,581	...	63	18,081	2,366	1	...	5,228	...	943	14,340	...
Bijápur.	Local Boards	243	2,601	8,344	10,945	10,647	8,185	...	..	9,768	1,174	..	3	44	...	549	10,352	...
	Municipal Boards ...	16	427	912	1,339	1,426	1,093	...	..	947	392	...	...	313	...	241	785	...
	Aided	20	105	277	382	327	194	...	1	372	9	...	...	...	.	...	382	...
	Total for the District ...	279	3,133	9,533	12,666	12,400	9,472	...	1	11,087	1,575	...	3	357	...	790	11,519	...
Dhárwár.	Departmental	1	80	60	140	143	99	...	...	112	27	1	...	5	...	..	135	...
	Local Boards	314	7,375	15,245	22,620	20,269	15,351	...	18	19,749	2,853	...	...	.	...	1,649	20,971	...
	Municipal Boards ...	34	1,671	2,858	4,529	3,916	3,237	...	..	3,383	1,146	...	..	348	..	759	3,422	...
	Aided	94	345	1,401	1,746	1,565	1,253	...	74	1,573	99	...	...	...	...	...	1,746	...
	Unaided	5	38	43	81	...	...	...	...	81	...	...	...	.	...	...	81	...
	Total for the District ...	448	9,509	19,607	29,116	25,893	19,940	...	92	24,898	4,125	1	...	353	...	2,408	26,355	...
Kánara.	Local Boards	145	1,682	8,061	9,743	8,619	5,918	2	309	8,206	1,226	...	...	1,127	...	933	7,683	...
	Municipal Boards ...	21	649	1,741	2,390	2,392	1,678	...	219	1,687	484	...	...	362	..	373	1,655	...
	Aided	34	51	828	879	872	693	.	9	860	10	..	...	247	31	...	601	. .
	Total for the District ..	200	2,382	10,630	13,012	11,883	8,289	2	537	10,753	1,720	...	...	1,736	31	1,306	9,939	...
Native States.	Kolhápur	170	3,153	7,422	10,575	10,518	8,229	...	17	9,728	809	...	21	9,945	.	590	40	...
	Miraj	35	926	1,640	2,566	2,517	1,799	...	...	2,110	455	...	1	1,050	...	312	1,180	...
	Sángli	56	960	2,468	3,428	3,318	2,496	...	3	2,979	446	...	...	1,465	...	263	1,632	...
	Kurundvád	5	81	171	252	290	229	...	...	226	26	...	...	252	...	...	...	...
	Mudhol	19	125	710	835	903	660	...	...	796	39	..	...	532	...	...	303	...
	Jamkhandi	37	419	973	1,392	1,465	1,240	...	...	1,258	134	..	...	885	...	59	448	...
	Savanúr	4	122	190	312	275	227	...	...	224	88	...	. .	...	...	60	252	...
	Rámdurg	12	205	787	992	912	693	...	...	910	82	...	22	166	...	45	781	...
	British Police Schools ...	3	9	182	191	214	112	...	4	86	101	...	...	42	...	56	93	...

FORM No. 4—*continued.*

Learning				Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks
Portuguese.	Sanskrit.	Hebrew.	Tamil.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8*f*	8*g*	8*h*	8*i*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
				Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	14,137	28,693	...	8,931	91	...	2	51,854	3 6 7	0 14 10	421	897	1,047 girls.
...	...	..	...	4,536	1,183	4,129	2,364	...	...	3	12,195	4 10 8	1 11 10	111	184	96 do.
...	...	...	...	1,520	..	.	3,486	104	...	466	5,576	2 14 9	0 12 9	34	150	19 do.
...	...	...	...	20,203	29,876	4,129	14,751	195	...	471	69,625	3 8 6	1 0 4	566	1,231	1,162 do.
...	...	...	.	12,253	25,766	...	6,969	272	...	...	45,260	4 4 0	1 2 5	184	614	901 do.
...	...	...	...	789	...	3,801	1,008	...	...	...	5,598	3 14 9	0 8 10	30	97	48 do.
...	...	...	...	113	...	...	1,004	...	...	395	1,512	4 10 0	0 5 6	2	31	
...	..	...	...	13,155	25,766	3,801	8,981	272	...	395	52,370	4 3 6	1 0 10	216	742	949 do.
...	...	...	...	399	..	...	81	...	...	...	480	3 5 8	2 12 7	4	2	
...	..	...	...	16,484	43,665	...	13,634	...	...	...	73,783	3 10 2	0 13 0	473	1,607	2,580 do.
...	...	...	..	8,584	...	7,891	4,147	18	..	6	20,646	5 4 1	2 3 1	127	343	299 do.
...	...	...	...	1,445	..	..	3,766	...	...	1,457	6,668	4 4 2	0 14 9	43	186	56 do.
...	..	...	...	..	...	...	...	...	...	.	..	...	..	...	..	
...	...	...	...	26,912	43,665	7,891	21,628	18	...	1,463	1,01,577	3 14 9	1 0 7	647	2,138	2,935 do.
...	...		...	10,015	13,307	...	3,928	...	...	...	27,950	3 2 7	1 2 7	126	412	1,468 do.
...	...	...	...	2,774	1 002	1,397	708	...	...	...	6,481	2 7 2	1 2 6	75	182	240 do.
...	...	...	...	185	...	. .	1,416	...	...	269	1,870	2 2 3	0 3 5	3	31	21 do.
...	...	..	...	12,974	14,909	1,397	6,052	...	...	269	35,601	2 15 11	1 1 6	204	625	1,729 do.
...	...	...	..	...	945	...	7,036	...	41,031	2	49,014	4 10 3	...	331	736	330 do.
...	24	...	...	...	...	...	1,148	...	10,456	60	11,664	4 10 1	...	86	196	10 do.
...	68	...	..	...	11,907	...	1,777	269	1,828	233	16,014	4 12 10	...	106	172	111 do.
...	..	...	...	...	...	...	175	...	852	...	1,027	3 8 7	...	4	30	
...	...	...	...	...	4,170	...	649	...	216	...	5,035	5 7 6	...	29	57	
...	...	...	...	...	...	...	876	108	7,444	...	8,428	5 12 1	...	43	78	
...	...	...	...	Expen	diture in	cluded	in 2nd	Grade	Anglo-V	ernacula	rSchools.	...	...	11	26	11 girls.
...	...	...	...	...	...	...	486	...	2,993	...	3,479	5 0 3	...	26	74	84 do.
...	...	...	..	...	...	...	...	...	..	...	...	...	...	...	4	

SUBSIDIARY

District or State.	Name or Class of Institutions	Number of Institutions.	Number of Scholars on the Rolls on 1st March.			Average Monthly Number on the Rolls during the year	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars on the 31st March				
			Upper Primary Stage	Lower Primary Stage	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans	Pársis.	Others.	Maráthi.	Gujaráti.	Hindustáni.	Kánarese	Sindhi.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e
	Kolhápur Police School	1	...	63	63	91	28	...	...	50	13	.	...	63	...	...	...	...
	Sángli Police School ..	1	...	91	91	88	40	...	...	52	39	..		91	...	...	...	...
Abstract.	Total, Departmental ..	1	8	60	140	143	98	.	.	112	27	1	...	5	...	.	135	...
	Total, Local Boards	902	15,707	43,239	58,946	54,719	40,372	2	384	51,544	7,013		3	5,051	...	3,690	50,205	...
	Total, Municipal Boards .	89	3,55.	7,516	11,069	10,345	7,956		220	8,302	2,546	1	.	1,795	...	1,757	7,517	...
	Total, Aided	217	9 9	4,110	5,069	4,673	3,855	...	89	4,780	20	..	...	823	31		4,215	...
	Total, Native States ..	338	5,99	14,36	20,3.2	20,198	15,573	...	29	18,231	2,07	..	22	14,295	...	1,329	4,636	...
	Total, Unaided	5	3	43	81		...	...	.	81	...	.	...	...	...	..	81	...
	Total, British Police	3	1	182	191	214	112	...	4	86	101	...	.	42	...	56	93	...
	Total, Native States Police	2	...	154	154	179	68	...	...	102	52	...	.	154	...	...	...	..
	Grand Total, Day Schools	1,557	26,337	69,675	96,002	90,471	68,035	2	717	83,238	12,018	2	25	22,165	31	6,832	66,882	...
	Night Schools.																	
	Bijápur Local Boards	2	...	95	95	48	32	...	...	95	...	..	...	20	..	..	75	...
	Ditto Municipal Boards.	2	...	56	56	68	51	..	...	29	27	...	...	...		20	36	..
	Total for the District ..	4	...	151	151	116	83	...	...	124	27	.	.	20	...	20	111	...
	Dhárwár Local Boards ..	12	1(	610	626	619	325	...	...	578	48	...	...	...	...	...	626	..
	Kánara Local Boards	5	...	214	214	216	143	...	1	200	13			88	..	...	126	.
Native States	Kolhápur...	19	...	806	806	782	517	...	...	729	73	...	4	806	...	...	...	.
	Miraj	1	..	22	22	23	12	...	...	19	3	...	...	22	..	...	...	..
	Mudhol	1	...	31	31	33	23	...	...	27	4	...	...	31	...	...	...	...
	Sángli	6	...	214	214	238	163	..	...	191	23	...	...	145	...	..	69	...
Abstract.	Total, Local Boards ..	19	16	919	935	883	500	...	1	873	61	..	...	108	...	...	827	...
	Total, Municipal Boards	2	...	56	56	68	51	...	...	29	27	.	...	..	...	20	36	...
	Total, Native States ..	27	.	1,073	1,073	1,076	715	...	...	966	103	..	4	1,004	...	...	69	...
	Grand Total, Nigh Schools ..	48	16	2,048	2,064	2,027	1,266	...	1	1,868	191	..	...	1,112	...	20	932	...
	Grand Total, S. D. .	1,605	26,353	71,713	98,066	92,498	69,301	2	718	85,106	12,209	2	29	23,277	31	6,852	67,814	...

FORM No. 4—*continued.*

learning		Expenditure,								Annual cost of educating each scholar.		Numbers passed,		Remarks
Portuguese.	Sanskrit.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government	Vernacular Standard IV.	Vernacular Standard II.	
8f	8g	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	...	...	...	...	...	...	...	...	...	...	..	9	
...	...	...	...	...	...	...	...	...	...	...	..	...	...	
...	...	399	.	...	81	...	...	...	480	8 5 8	2 12 7	4	2	Girls.
...	..	52,889	1,11,431	.	33,462	363	...	2	1,98,147	3 9 11	0 15 6	1,204	3,530	5996
...	...	16,693	2,785	17,218	8,197	18	...	9	44,920	4 5 5	1 9 9	343	806	683
...	...	3,263	...	..	9,672	104	..	2,587	15,626	3 5 6	0 11 2	82	398	96
...	92	...	17,022	...	12,147	377	64,820	295	94,661	4 11 0	...	636	1,369	546
...	...	...	...	...	...	...	...	...	...	...	...	..	..	
...	...	...	...	...	...	...	...	...	...	...	...	...	4	
...	...	...	...	...	...	...	...	...	...	...	...	...	9	
.	92	73,244	1,31,238	17,218	63,559	862	64,820	2,893	3,53,834	3 14 7	0 12 11	2,269	6,118	Girls. 7,321
..	...	...	96	...	...	...	...	...	96	2 0 0	...	..	...	
...	...	...	...	208	...	...	...	...	208	3 0 11	...	...	...	
..	...	...	96	208	...	...	...	...	304	2 9 11	...	...	...	
...	...	...	405	...	...	...	...	...	405	0 10 5	...	7	23	
..	...	...	168	...	...	...	...	...	168	0 12 10	...	...	7	
	...	...	...	...	26	...	1,697	...	1,723	2 3 4	...	8	36	
..	...	...	...	...	...	...	60	...	60	2 9 7	...	...	...	
..	...	...	...	...	...	...	112	...	112	3 6 3	...	...	...	
...	...	...	467	...	...	.	...	...	467	1 15 4	...	...	10	
...	...	...	669	...	...	...	...	...	669	0 12 1	...	7	30	
...	...	...	...	208	...	...	...	...	208	3 0 11	...	...	...	
...	...	...	467	...	26	...	1,869	...	2,362	2 3 1	...	8	46	
...	..	...	1,136	208	26	...	1,869	...	3,239	1 9 6	...	15	76	
...	92	73,244	1,32,374	17,426	63,585	862	66,689	2,893	3,57,073	3 13 9	0 12 8	2,284	6,194	Girls. 7321

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District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.							Number of Scholars on the 31st					
			Upper Division.	Lower Division.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Urdu.	Maráthi.	Gujaráti.	Hindustáni.	English.	Sindhi.	Arabic.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	7g	8a	8b	8c	8d	8e	8f
	SIND.																			
Karáchi	Local Boards	38	700	847	1,547	1,510	1,077	..	..	859	679	.	9	..	..	39	..	..	1,494	..
	Municipal Boards	15	799	957	1,75	1,786	1,332	..	6	1,366	357	11	16	..	201	419	6	..	891	..
	Aided	10	251	1,100	1,351	1,268	1,020	..	1	626	557	131	36	..	..	686	65	..	387	82
	Total, Karáchi ..	63	1,750	2,904	4,65	4,564	3,429	..	7	2,851	1,593	142	61	..	201	1,144	71	..	2,772	82
Hyderabad.	Departmental	1	37	20	60	42	32	..	..	58	8	..	..	..	..	..	..	..	66	.
	Local Boards	57	959	1,648	*2,60	2,170	1,561	..	..	1,420	1,189	..	2	..	..	..	..	.	2,547	..
	Municipal Boards	19	731	1,477	*2,20	2,05	1,523	..	..	1,538	670	..	..	..	..	..	..	..	1,741	..
	Aided	24	473	1,042	1,515	1,463	1,266	..	3	995	517	.	..	..	..	104	..	..	1,498	47
	Unaided	2	17	57	74	71	45	..	..	49	45	..	.	.	..	..	..	.	74	.
	Total, Hyderabad ..	103	2,217	4,248	6,465	5,851	4,427	..	3	4,060	2,400	..	2	..	..	104	..		5,925	47
Shikárpur.	Local Boards	84	1,050	2,455	4,105	3,947	3,813		..	1,943	2,16	..	..	..	..	..	..	..	4,105	..
	Municipal Boards	15	1,078	1,876	2,952	2,917	2,183	..	..	2,369	579	4	..	..	..	..	..	..	2,952	..
	Aided	19	148	577	725	72.	637	..	..	241	434	..	..	49	..	..	..	..	676	..
	Total, Shikárpur .	118	2,274	4,908	7,782	7,686	5,633	..	..	4,553	3,2.5	4	..	49	..	..	..	..	7,733	.
Thar and Párkar.	Local Boards	8	254	434	688	606	440	..	..	625	63	..	..	..	..	642	..	..	46	..
	Municipal Boards	3	143	261	404	402	281	.	..	353	51	..	..	..	..	368	..	..	36	..
	Total, Thar and Párkar ..	11	397	695	1,092	1,007	721	..	..	978	114	..	..	..	..	1,010	..	..	82	..
Upper Sind Frontier.	Local Boards	16	236	384	62.	535	419	..	..	291	329	..	..	..	..	..	..	..	609	..
	Municipal Boards	2	34	103	137	15.	87	..	..	79	58	..	..	..	..	..	..	..	137	..
	Total, Upper Sind Frontier..	18	270	487	757	687	50	..	..	370	387	..	..	..	.	..	..	..	746	..
	Total, Departmental	1	37	29	(6	42	32	..	..	58	8	..	..	..	..	..	..	..	66	.
	Total, Local Boards .. .	203	3,799	5,768	9,56	8,776	6,310	..	..	5,138	4,413	..	11	..	..	681	..	..	8,801	..
	Total, Municipal Boards ..	54	2,783	4,074	7,45	7,483	5,406	.	6	5,706	1,715	15	16	..	201	787	6	..	5,787	..
	To al, Aided	53	872	2,719	3,591	3,453	2,925	..	4	1,862	1,558	131	36	49	..	790	65	..	2,561	129
	Total, Unaided	2	17	57	74	71	4.	..	..	49	25	..	..	..	..	..	..	..	74	.
	Grand Total, Day Schools ..	313	7,508	13,242	20,75	19,775	14,71	..	10	12,812	7,719	146	63	49	201	2,258	71	..	17,258	129
	Night Schools.																			
Karáchi.	Local Boards	4	15	41	56	56	29	..	..	24	32	..	..	..	..	..	..	..,	49	..
	Municipal Boards	7	48	143	191	186	91	.	..	87	104	..	..	..	..	51	..	8	187	..
Hyderabad.	Local Board	1	..	..	†(53)	(23)	(13)	.	..	..	(53)	..	..	..	..	..	..	..	(53)	..
	Municipal Boards	3	..	..	†(119	(115)	(71)	..	..	(30)	(89)	..	..	..	..	..	..	..	(119)	..
Shikárpur.	Local Boards	4	..	62	6	64	5	.	..	22	40	..	..	..	..	..	..	..	62	..
	Municipal Boards	3	36	123	15	156	90	..	..	17	142	..	..	..	..	..	..	..	159	..
Upper Sind Frontier.	Local Board	1	10	17	2	22	1	..	..	22	5	..	..	..	..	..	..	..	27	..
	Municipal Board	1	5	14	1	21	6	..	..	11	8	..	..	..	..	..	..	..	19	..
	Total, Night Schools ..	24	114	400	51 (17	506 (193)	28 (84	..	..	183 (30)	381 (142)	..	..	..	..	51		8	453 (172)	..
	Grand Total, Sind .	337	7,622	13,642	21,2 (172,	2,280 (1 8)	14,799 (94)	.	10	12,995 (8)	8,0 (142)	146	63	49	201	2,309	71	8	17,711 (172)	129

FORM No. 4—*continued.*

March learning			Expenditure.									Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Persian.	Hindu-Sindhi.	Gurmukhi.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.).	Lower Primary School Examination (Vernacular Standard II.).	
8g	8h	8i	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12	13	14
			Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
287	103	..	3,991	6,878	..	..	..	..	..	98	10,907	7 4 2	2 10 8	63	180	
150	306	..	2,525	678	..	2,045	8,925	..	..	..	14,173	7 15 0	1 6 7	130	261	
12	11	120	675	607	251	1,295	4,711	206	..	777	8,522	6 11 6	0 8 6	80	64	
449	420	120	7,191	8,163	251	3,340	13,636	206	..	875	33,602	7 6 8	1 9 3	223	505	
1	..	..	112	..	..	108	..	..	..	..	220	5 3 10	2 10 8	3	3	
119	..	..	2,517	18,062	..	271	584	..	..	10	21,804	9 14 9	1 2 8	121	166	
218	348	..	5,630	..	..	704	12,078	..	..	..	18,412	9 4 9	2 13 6	92	135	
306	..	..	1,766	696	..	1,690	..	..	..	344	4,496	8 1 2	1 8 4	79	111	
...	..	.	..	..	..	6	..	..	..	67	73	1 0 5	..	..	..	
644	848	..	10,025	18,758	..	2,779	12,612	..	..	421	44,595	7 12 11	1 12 1	295	415	
709	..	..	2,130	29,176	..	..	663	..	..	14	31,979	8 1 8	0 8 8	270	447	
351	..	..	9,083	..	..	1,452	15,662	..	..	..	26,197	8 11 10	3 0 6	194	323	
177	..	..	453	980	10	195	121	190	..	1,044	2,993	4 2 4	0 10 1	19	32	
1,827	..	..	11,672	30,156	10	1,647	16,436	190	..	1,058	61,169	7 15 8	1 8 4	483	802	
..	.	..	1,838	674	..	..	..	..	..	6	2,518	4 2 7	3 0 7	13	21	
..	..	..	334	..	..	..	1,354	..	..	..	1,688	4 3 2	0 13 4	19	23	
..	..	..	2,172	674	..	..	1,354	..	..	6	4,206	4 2 10	2 2 6	32	44	
55	..	..	1,344	3,760	..	..	..	..	..	2	5,106	9 8 8	2 8 2	45	43	
48	..	..	1,212	..	..	..	2,168	..	..	..	3,380	22 3 0	7 15 7	8	12	
15	..	..	2,556	3,760	..	..	2,168	..	..	2	8,486	12 5 5	3 11 6	53	55	
1	.	..	112	..	..	108	..	..	..	.	220	5 3 10	2 10 8	3	3	
1,200	108	..	11,820	58,750	..	271	1,187	..	..	130	71,964	8 3 7	1 5 7	512	857	
719	654		18,784	678	..	4,201	40,187	..	..	..	63,850	8 11 7	2 9 1	448	764	
495	11	120	2,304	2,283	261	3,180	4,882	390	..	2,165	16,011	4 10 2	0 13 5	128	207	
..	..	..	..	.	..	6	..	..	..	67	73	1 0 5	..	..	..	
2,495	708	120	33,616	61,511	261	7,766	46,206	390	..	2,362	152,118	7 11 12	1 11 5	1,086	1,821	
2	7	..	..	455	..	..	..	..	..	..	455	8 2 0	..	..	..	
..	3	..	129	..	..	..	569	..	..	..	698	3 12 1	0 11 1	..	..	
..	..	..	..	404	..	..	..	..	..	..	404	17 0 1	..	..	..	
7	..	..	Included in Day Schools.													
..	..	..	..	221	..	..	..	..	..	..	221	3 7 3	..	..	..	
..	..	..	Included in Day Schools.													
..	..	..	..	104	..	..	..	..	..	..	104	4 11 8	..	..	..	
..	..	..	Included in Day Schools.													
9	10	..	129	1,184	..	..	569	..	..	..	1,892	2 14 8	0 3 3	..	..	
2,495	778	120	33,745	62,695	261	7,766	46,775	390	..	2,362	154,000	7 9 6	1 10 7	1,086	1,821	

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District or State.	Name or Class of Institutions	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Monthly Number on the Rolls during the year	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed						Number of Scholars on					
			Upper Primary Stage.	Lower Primary Stage.	Total.			Europeans and Eurasians	Goanese and Native Christians	Hindus	Muhammadans.	Pársis.	Others	Urdu.	Maráthi.	Gujaráti.	Hindustani.	Tamil	Kánarese.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c	8d	8e	8f
Aden .	Departmental	3	83	98	181	234	144	..	..	..	181	..	..	..	..	..	..	..	..
ABSTRACT FOR PRESIDENCY	*Day Schools.*																		
	Total, Departmental	10	502	495	997	1,031	749	..	1	655	289	52	..	..	241	346	28	..	135
	Total, Local Boards	3,792	64,826	1,47,744	2,12,569	2,02,291	1,47,987	6	1,180	1,83,572	23,817	1,418	2,576	.	91,383	56,366	5 707 (986)	..	50,205
	Total, Municipal Boards ..	417	21,554	36,232	57,786	57,306	43,623	..	447	45,154	11,488	472	230	.	24,181	15,220	4,351 (831)	..	7,526
	Total, Native States	1,470	29,429	56,756	86,185	84,815	63,961	..	134	73,261	12,179	117	494	..	21,808	57,789	1 520 (402)	..	4,036
	Total, Aided	627	5,237	19,963	25,200	23,742	19,139	..	920	17,910	4,006	2,107	251	49	11,260	5,763	1,008	28	4,215
	Total, Unaided	17	427	736	1,163	973	786	..	3	457	223	480	..	..	133	875	(51)	..	51
	Police Schools.																		
	Total, Government	19	190	850	1,040	1,102	622	..	9	635	269	1	126	..	530	361	56	..	93
	Total, Native States	2	..	154	154	179	68	.	..	102	52	..	..	..	154	..	..	..	..
	Total, Day Schools .. .	6,354	1,22,164	2,62,930	3,85,094	3,70,939	2,76,935	6	2,700	3,21,746	52,318	4,647	3,677	49	149,690	136,720	12,760 (2,360)	28	66,891
ABSTRACT FOR PRESIDENCY	*Night Schools.*																		
	Total, Local Boards .. .	97	160	2,429	2,589 (53)	2,489 (23)	1,516 (13)	..	1	2,116	465 (53)	..	7		997	620	.	..	827
	Total, Municipal Boards .	43	180	1,082	1,262 (119)	1,278 (115)	735 (71)	..	2	723 (30)	524 (89)	.	13	.	531	313	64	..	36
	Total, Native States	93	120	2,282	2,411	2,337	1,480	..	..	2,041	366		4		1,004	1,338	..	..	69
	Total, Aided	6	161	161	324	349	249	..	10	280	19	..	10	..	324	..	..	..	..
	Total, Night Schools . .	239	632	5,954	6,586 (172)	6,503 (138)	3,980 (84)	.	13	5 165 (30)	1,374 (142)	.	34		2,856	2,471	64	..	932
	Grand Total ..	6,593	1,22,796	2,68,884	3,91,680	3,77,442	2,80,915	6	2,713	3,26,911	53,692	4,647	3,711	49	152,546	138,991	12,824	28	67,823

FORM No. 4.—*continued.*

the 31st March learning									Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Sindhi.	Arabic.	Portuguese.	English.	Persian.	Sanskrit.	Hindu-Sindhi.	Hebrew.	Gurmukhi.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8g	8h	8i	8j	8k	8l	8m	8n	8o	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
..	181	..	..	..	..	..	..	..	490	..	1,746	22	..	..	..	2,248	9 9 8	2 0 10	..	..	
65	181	..	..	1	..	..	..	..	2,373	..	1,746	1,104	..	..	..	5,223	5 1 1	2 4 10	28	89	
8,801	..	27	..	1,260	..	103	..	..	252,355	526,399	20,126	135 688	1,654	..	157	936,379	4 10 1	1 4 0	6,636	16,275	
5,757	..	45	..	719	23	654	..	..	71,468	12,787	125,274	49,400	18	..	233	259,193	4 8 4	1 4 0	2,561	5,127	
..	..	..	..	..	440	..	..	..	..	88,910	75	52,025	3,340	271,535	14,872	380,757	4 8 3	..	3,576	7,911	
2,561	129	100	11	495	36	11	131	120	16,366	4,177	9,832	33,474	4,686	..	29,024	97,559	4 1 9	0 11 0	385	1,401	
74	..	..	..	..	..	..	..	..	..	..	..	9,154	279	7	3,742	13,182	13 8 9	..	11	34	
..	..	..	..	..	..	..	..	..	959	..	..	65	..	..	31	1,055	0 15 4	0 13 11	1	27	
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	9	
17,258	310	172	11	2,475	499	768	131	120	343,530	582,273	157,051	280,910	9,977	271,542	48,059	1,693,348	4 9 1	0 14 10	13,198	30,867	
138 (53)	..	..	..	2	..	7	..	..	679	3,610	..	165	..	..	..	4,460	1 12 8	0 4 4	11	87	
315 (119)	..	..	8	7	31	8	..	..	433	55	1,706	49	..	..	..	2,243	1 12 1	0 5 5	5	43	
..	..	..	..	..	..	..	..	..	..	467	..	212	13	4,292	..	4,984	2 1 5	..	12	71	
..	..	..	..	..	..	..	..	..	..	20	..	156	445	..	253	874	2 8 1	..	..	5	
1453 (172)	..	..	8	9	31	10	..	..	1,112	4,158	1,706	582	458	4,292	253	12,561	1 14 11	0 2 9	28	206	
17,711	310	172	19	2,484	530	778	131	120	344,648	586,431	158,757	281,492	10,435	275,834	48,312	1705,909	4 8 4	0 14 7	13,226	31,073	

SUBSIDIARY

Statistical Return of Primary Schools for Girls

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars 31st March		
			Upper Primary Stage	Lower Primary Stage.	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Maráthi.	Gujaráti.	Hindustáni.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c
	CENTRAL DIVISION.															
Poona.	Departmental	1	26	69	95	78	60	...	...	69	26	...	...	69	...	26
	Local Boards	2	4	52	56	64	45	...	...	51	5	...	..	56	...	...
	Municipal Boards	11	45	562	607	596	395	...	...	588	11	...	8	607	...	...
	Aided	11	131	506	637	569	385	2	120	433	9	...	73	637	...	...
	Native States	1	...	28	28	28	15	..	. .	28	...	...	.	28	...	...
	Unaided	1	...	55	55	45	30	..	...	54	...	...	1	55	...	...
	Total for the District ...	27	206	1,272	1,478	1,380	930	2	120	1,223	51	...	82	1,452	.	26
Sholápur.	Local Boards	2	1	67	68	60	44	...	...	64	4	...	...	68	...	...
	Municipal Boards	6	37	317	354	305	210	...	...	344	10	.	...	354	...	...
	Native States	2	...	54	54	63	41	...	...	53	1	...	...	54	...	...
	Total for the District ...	10	38	438	476	428	295	...	...	461	15	...	...	476	...	...
Satára.	Municipal Boards	5	56	373	429	439	268	...	...	407	22	...	...	429	..	...
	Native States	8	...	198	198	195	131	...	..	187	11	...	..	198	...	...
	Total for the District ...	13	56	571	627	634	399		...	594	33	...	...	627	...	...
Ratnágiri.	Local Boards	2	35	90	125	113	79	..	7	118	...	...	...	125	...	...
	Municipal Boards . ..	2	20	95	115	125	83	..	...	115	...	...	...	115	...	...
	Aided	2	15	30	45	42	30	.	9	35	...	1	..	45	...	...
	Native States	2	31	89	120	114	85	...	12	69	39	...	...	81	...	39
	Total for the District ..	8	101	304	405	394	277	...	28	337	39	1	...	366	...	39
Thána.	Local Boards	2	2	91	93	100	47	...		87	5	1	...	55	38	...
	Municipal Boards	7	72	488	560	545	334	..	73	345	95	45	2	334	78	75
	Total for the District. ..	9	74	579	653	645	381	...	73	432	100	46	2	389	116	75
Kolába.	Municipal Boards	4	24	202	226	241	133	...	...	201	...	.	25	226	...	...
Island of Bombay.	*Local Boards.*															
	Maráthi Schools	3	50	154	204	225	159	...	...	197	..	1	6	204	..	...
	Gujaráti Schools	7	108	393	501	508	338	..	.	355	82	64	..	.	501	...
	Aided	21	1,128	1,709	2,837	2,814	2,122		95	1,061	14	1,554	113	1,042	1,795	...
	Total for the Island ...	31	1,286	2,256	3,542	3,547	2,619	...	95	1,613	96	1,619	119	1,246	2,296	...
	Total, Departmental	1	26	69	95	78	60	...	...	69	26	...	...	69		26
	Total, Local Boards ..	18	200	847	1,047	1,070	712	. .	7	872	96	66	6	508	539	...
	Total, Municipal Boards ..	35	254	2,037	2,291	2,251	1,423	...	73	2,000	138	45	35	2,065	78	75
	Total, Aided	34	1,274	2,245	3,519	3,425	2,537	2	224	1,529	23	1,555	186	1,724	1,795	.
	Total, Native States ...	13	31	369	400	400	272	...	12	337	51	...	.	361	...	39
	Total, Unaided	1	..	55	55	45	30	...	.	54	..	..	1	55	...	.
	Grand Total C. D. ..	102	1,785	5,622	7,407	7,269	5,034	2	316	4,861	334	1,666	228	4,782	2,412	140
	NORTH-EAST DIVISION.															
Khándesh.	Local Boards	3	8	133	141	147	104	...		46	95	...	.	46	...	95
	Municipal Boards	10	38	426	464	458	249		1	452	6	1	4	464	..	.
	Total for the District ...	13	46	559	605	605	353	...	1	498	101	1	4	510	...	95
Ahmednagar.	Local Boards	14	42	558	600	574	324	...	...	573	26	...	1	600	...	..
	Municipal Boards	6	65	303	368	401	208	...	.	275	77	12	4	301	.	67
	Aided	4	87	180	267	285	222	...	192	69	1	5	..	267	..	...
	Total for the District ...	24	194	1,041	1,235	1,260	754	...	192	917	104	17	5	1,168		67

FORM No. 5.

(*Vernacular*) *for the official year 1885-86.*

on the learning		Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks
Portuguese.	Hebrew.	Provincial Revenues	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8*d*	8*e*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs	Rs. a. p.	Rs. a. p.			
...	...	910		...	...	..	...	...	910	11 10 8	11 10 8	...	14	
...	..	207	.	.	...	...	.	..	207	3 3 11	3 3 11		1	
...	...	1,010	..	2,667	.	.		.	3,677	6 2 9	1 11 1	3	20	
...	...	1,240	..	.	...	3,815		325	5,380	9 7 3	2 2 10	11	29	12 boys and 625 girls.
..	..	.	134	..	.			...	134	4 12 7	...	..	.	
...	...	...	...	...	...	..		183	183	4 1 1	. ..	..	..	
..	...	3,367	134	2,667	...	3,815		508	10,491	7 9 8	2 7 0	14	64	
..	..	179	...	...	...	...	...	..	179	2 15 9	2 15 9	...	5	
...	..	150	80	1,171	...	...		...	1,401	4 9 5	0 7 10	...	23	
...	..	...	..			...	161	..	161	2 8 11	.....	...	3	
...	..	329	80	1,171		...	161	.	1,741	4 1 1	0 12 4	.	31	
..	..	580		731	..	...	.	...	1,311	2 15 1	1 5 2	4	8	
	...	..	1,024	...		...	...	..	1,024	5 4 0	..		3	
..	.	580	1,024	731	...	..	.	..	2,335	3 1 11	0 14 8	4	11	
...	...	664		..	...	...	.		664	5 14 0	5 14 0	3	13	
..	...	859	.	106	...	..	...	..	965	7 11 6	6 13 11	1	3	
...	...	115	.	.	...	...	..	301	416	9 14 6	2 11 10	..	4	
...	...	...	750	...	...	6	...	16	772	6 12 4	.....	1	12	
	...	1,638	750	106	..	6		317	2,817	7 2 5	4 2 6	5	32	
...	...	330	...	..	..	...	.	...	330	3 4 10	3 4 10			
73		964	...	272	109	...	..	13	1,358	2 7 10	1 12 4	3	42	34 boys and 526 girls.
73	...	1,294	.	272	109		...	13	1,688	2 9 10	2 0 1	3	42	
...	...	403	343	146	.	...	..	1	803	3 11 3	1 10 9	2	7	
	...	2,086	..	.	293		...	.	2,379	10 9 2	9 4 4	8	15	
	...	5,796		...	802	600		...	7,198	14 2 9	11 6 7	25	19	
...	110	4,523	223	.	5,126	4,495	.	15,347	29,714	10 8 5	1 9 9	9	16	2,378 girls and 259 boys.
	110	12,405	223	...	6,221	5,095		15,347	39,291	11 1 3	3 7 11	42	50	
	...	910		..		..		...	910	11 10 8	11 10 8		14	
..		9,262	...		1,095	600	...		10,957	10 3 10	8 10 6	36	53	
73	...	3,906	423	5,093	109		...	14	9,605	4 4 3	1 12 2	13	103	
	110	5,878	223	...	5,126	8,310		15,973	35,510	10 5 11	1 11 6	20	49	
	.	..	1,908	..	.	6	161	16	2,091	5 3 8		1	18	
	.	.		.		...		183	183	4 1 1	...	.		
73	110	20,016	2,554	5,093	6,330	8,916	161	16,186	59,256	8 2 5	2 12 1	70	237	
...		462	1,357	...	..		..	...	1,819	12 6 0	3 2 3	5	19	32 109
.	..	783	381	1,348	...		...	..	2,512	5 7 9	1 11 4	.	..	
	.	1,245	1,738	1,348	.		...		4,331	7 2 6	2 0 11	5	19	
...	.	334	2,701					..	3,035	5 4 7	0 9 4	10	26	
..	...	598	353	1,178	.		.	52	2,181	5 7 0	1 7 10	...	...	
...	10	834	.	...	95	684		2,910	4,523	15 13 11	2 14 9	7	9	
.	10	1,766	3,054	1,178	95	684	...	2,962	9,739	7 11 8	1 6 5	17	35	

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars 31st March		
			Upper Primary Stage.	Lower Primary Stage.	Total.			Europeans and Eurasians	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Maráthi.	Gujaráti.	Hindustáni.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c
	NORTH-EAST DIVISION —*continued.*															
Násik.	Local Boards	2	6	111	117	122	90	...	...	88	29	...	...	89	...	28
	Municipal Boards	6	39	318	357	309	183	...	...	262	95	..	...	262	...	95
	Aided...	4	29	106	135	122	98	...	53	72	9	1	...	135	...	...
	Total for the District .	12	74	535	609	553	371	...	53	422	133	1	...	486	...	123
Total.	Local Boards	19	56	802	858	843	518	...	..	707	150	...	1	735	...	123
	Municipal Boards	22	142	1,047	1,189	1,168	640	...	1	989	178	13	8	1,027	...	162
	Aided...	8	116	286	402	407	320	...	245	141	10	6	...	402	...	...
	Grand Total, N. E. D. ...	49	314	2,135	2,449	2,418	1,478	...	246	1,837	338	19	9	2,164	...	285
	NORTHERN DIVISION.															
Ahmed-abad.	Departmental	1	41	78	119	121	90	...	7	80	..	29	3	...	119	...
	Local Boards	15	103	721	824	756	395	..	...	797	26	1	...	...	824	...
	Municipal Boards	5	73	546	619	579	281	..	...	551	66	2	.	...	619	...
	Aided.	6	182	599	781	753	482	...	32	716	28	5	..	...	781	...
	Total for the District ..	27	399	1,944	2,343	2,209	1,248	...	39	2,144	120	37	3	...	2,343	...
Kaira.	Local Boards	11	84	522	606	501	295		2	572	31	1	...	...	606	...
	Municipal Boards	5	115	426	541	542	286	...	...	531	4	5	1	...	541	...
	Aided...	1	18	23	41	44	37	...	41	...	...	...	...	...	41	...
	Total for the District ...	17	217	971	1,188	1,087	618	...	43	1,103	35	6	1	...	1,188	...
Panch Mahals.	Local Boards	4	4	133	137	144	93	...	..	137	...	...	...	...	137	...
	Municipal Boards	2	19	152	171	171	107	...	. .	171	...	...	...	...	171	...
	Total for the District ...	6	23	285	308	315	200	..	...	308	..	..	...	...	308	...
Broach.	Local Boards	4	34	158	192	179	92	...	...	151	1	40	..	...	192	...
	Municipal Boards	5	95	434	529	492	280	...	...	479	6	44	...	...	529	..
	Total for the District ...	9	129	592	721	671	372	...	...	630	7	84	...	...	721	...
Surat.	Local Boards	6	75	300	375	351	213	...	...	339	9	27	.	...	375	...
	Municipal Boards	2	24	102	126	113	73	...	...	103	..	20	3	...	126	...
	Aided	12	318	603	921	941	589	..	17	497	4	403	..	...	921	...
	Total for the District ...	20	417	1,005	1,422	1,405	875	...	17	939	13	450	3	...	1,422	...
Native States.	Káthiáwár . ..	60	468	3,085	3,553	3,372	2,071	..	7	3,384	138	20	4	...	3,553	...
	Cutch	14	116	659	775	780	504	...	...	687	86	2	...	...	775	...
	Reva Kántha	5	39	253	292	253	166	..	...	273	15	.	4	..	292	...
	Mahi Kántha	5	23	160	183	172	119	...	...	172	10		1	...	183	...
	Pálanpur . .	2	17	88	105	93	48	...	...	97	6	2	...	...	105	...
	Surat Agency ...	2	21	58	119	127	89	...	...	103	4	5	7	...	119	...
	Baroda, Unaided	1	4	26	30	28	18	...	...	19	1	10	...	...	30	...
	Ditto, Aided...	1	53	72	125	120	91	.	..		.	125	. .	...	125	...

FORM No. 5—*continued.*

on the learning		Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		Remarks.
Portuguese.	English.	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants.	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8*d*	8	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	170	569	...	...	...	...	...	739	6 0 11	1 6 4	6	21	Boys. Girls.
...	...	596	...	1,163	...	...	...	...	1,759	5 11 1	1 14 10	...	...	7 128
...	...	291	...	...	...	..	...	533	824	6 12 1	2 6 2	5	5	
...	...	1,057	569	1,163	...	...	...	533	3,322	6 0 1	1 14 7	11	26	
...	...	966	4,627	...	...	...	...	...	5,593	6 10 2	1 2 4	21	66	
...	...	1,977	734	3,689	...	...	...	52	6,452	5 8 5	1 11 1	...	...	
...	10	1,125	...	...	95	684	...	3,443	5,347	13 2 2	2 12 3	12	14	
...	10	4,068	5,361	3,689	95	684	...	3,495	17,392	7 3 1	1 10 11	33	80	
...	...	792	...	...	...	...	...	...	792	6 8 0	6 8 0	13	23	
...	...	...	3,109	...	..	...	...	...	3,109	4 1 9	.....	16	54	
...	...	...	...	2,502	...	...	...	...	2,502	4 4 10	.....	6	32	
...	...	1,428	...	...	..	...	...	2,072	3,500	4 10 4	1 14 4	18	62	
...	...	2,220	3,109	2,502	...	...	...	2,072	9,903	4 6 5	1 0 0	53	171	
...	...	...	2,418	...	...	...	...	...	2,418	4 13 0	... ..	8	26	
...	...	...	...	2,420	..	...	...	..	2,420	4 7 6	....	9	24	
...	...	247	...	...	..	...	...	63	310	7 0 9	5 9 9	3	6	
...	...	247	2,418	2,420	...	...	...	63	5,148	4 11 10	0 3 7	20	56	
...	...	...	637	...	...	...	...	...	637	4 6 5	.....	...	5	
...	...	...	...	825	...	...	...	...	825	4 12 10	.....	3	6	
...	..	...	637	825	...	...	...	...	1,462	4 9 7	... ..	3	11	
...	...	...	1,219	..	...	...	...	...	1,219	6 12 11	.....	7	41	
...	...	...	...	2,738	...	...	...	...	2,738	2 11 2	.....	17	43	
...	...	...	1,219	2,738	...	...	...	...	3,957	3 4 10	.....	24	84	
...	...	...	2,184	..	..	...	...	...	2,184	6 3 6	.....	12	14	
...	...	...	...	531	..	...	...	..	531	4 9 7	.....	5	7	
...	...	2,380	...	480	37	...	...	3,559	6,456	6 13 9	2 8 6	30	65	
...	...	2,380	2,184	1,011	37	..	...	3,559	9,171	6 8 5	1 11 1	56	86	
..	...	.	285	...	...	...	14,449	1,981	16,430	4 13 11	.....	54	173	
..		...	...	..	.	423	3,934	388	5,030	6 6 5	.. ...	16	48	
...	..	...	...	...	...	..	1,279	.	1,279	5 0 10	.....	8	12	
...	..			...	..	194	974	6	1,174	6 13 2	... .	7	11	
.	...	..	..	...	...	2	455		457	4 14 7	.....	3	11	
...	...	...	...	..	...	...	755	...	755	5 15 1	. ....	5	14	
	.	...		...	...	178	..	...	178	6 3 2	.....	.	..	
...	...	...	..	...	...	..	..	498	498	4 2 4	.....	10	9	

SUBSIDIARY

District or State	Name or Class of Institutions	Number of Institutions.	Number of Scholars on the Rolls on 31st March			Average Monthly Number on the Rolls during the year	Average daily Attendance	Classification of the Scholars on 31st March according to Race or Creed					Number of Scho 31st March	
			Upper Primary Stage	Lower Primary Stage	Total			Goanese and Native Christians	Hindus	Muhammadans	Pársis	Others.	Maráthi.	Gujaráti.
	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	8a	8b
	NORTHERN DIVISION—*continued.*													
	Total, Departmental	1	41	78	119	121	90	7	80		29	3		119
	Total, Local Boards ..	40	300	1,834	2,134	1,931	1,088	2	1,996	67	69			2,134
	Total, Municipal Boards	19	326	1,660	1,986	1,897	1,027		1,835	76	71	4	...	1,986
	Total, Aided	20	571	1,297	1,868	1,858	1,199	90	1,213	32	533	...	...	1,868
	Total, Native States	88	684	4,343	5,027	4,797	2,997	7	4,716	259	29	16	...	5,027
	Total, Unaided ..	1	4	26	30	28	18		19	1	10		...	30
	Grand Total, N D. .	169	1,926	9,238	11,164	10,632	6,419	106	9,859	435	741	23	...	11,164
	SOUTHERN DIVISION													
Belgaum.	Local Boards	6	73	313	386	381	218	9	313	64			120	.
	Municipal Boards ...	4	28	204	232	216	160		228	4	...		91	..
	Aided . .	2	25	166	191	165	103	3	188			...	169	...
	Total for the District ...	12	126	683	809	792	481	12	729	68	.		380	..
Dharwár.	Local Boards	27	169	1,317	1,486	1,383	851	1	1,285	200			...	...
	Municipal Boards ..	11	147	790	937	672	467		890	47	...			..
	Aided	2	23	28	51	47	42	51	...	...	..	..	.	...
	Total for the District	40	339	2,135	2,474	2,102	1,360	52	2,175..	247	...	..		...
Belgaum.	Local Boards ...	6	28	188	216	205	134		191	25			..	...
	Municipal Boards ...	3	5	99	104	98	63		103	1		...	66	...
	Aided	1	2	9	11	17	10	11	...		..		...	...
	Total for the District	10	35	296	331	320	207	11	294	26	.		66	..
Kanara.	Local Boards	3	2	171	173	150	79	2	171		...		46	..
	Municipal Boards ..	4	74	304	378	337	181	26	337	12		3	187	...
	Total for the District	7	76	475	551	487	260	28	508	12		3	233	..
Native States.	Kolhápur ...	16	109	687	796	794	498		725	71			776	.
	Miraj	5	77	234	311	310	216		272	39			221	...
	Sángli	4	12	143	155	169	116		154	1	...		65	.
	Mudhol ..	2	6	45	51	55	34		47	4	.		51	.
	Kurundvád .	1		91	19	20	17		19		..		19	
	Jamkhandi	2	4	71	75	81	57	.	64	11		...	75	
	Savanúr ...	1	5	43	48	42	27	...	15	3		.		.
	Rámdurg	1	...	39	39	42	26		39	.		..	39	

FORM No. 5—*continued.*

lars on the learning		Expenditure.								Annual Cost of educating each Scholar		Numbers passed.		Remarks
Hindustáni.	Kán arese	Provincial Revenues.	Local Rates or Cesses.	Municipal Grants	Fees.	Subscriptions.	Revenues of Native States.	Endowments and other Sources.	Total.	Total Cost.	Cost to Government.	Vernacular Standard IV.	Vernacular Standard II.	
8c	8d	9a	9b	9c	9d	9e	9f	9g	9	10	11	12	13	14
		Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
...	...	792	...	...	...	...	...	...	792	6 8 8	6 8 8	13	23	
...	...	..	9,567	...	...	...	...	...	9,567	4 15 3	... ..	43	140	
...	...	...	..	9,016	...	...	...	...	9,016	4 12 1	.....	40	112	
...	...	4,055	..	480	37	...	...	6,192	10,764	.....	.....	70	142	
...	..	...	285	...	..	619	21,846	2,375	25,125	5 3 10	.....	93	269	
...	.	...	...	..	...	178	...	..	178	6 4 8	.....	...	...	
...	...	4,847	9,852	9,496	37	797	21,846	8,567	55,442	5 3 5	0 7 4	259	686	
55	211	...	1,908	...	...	..	...	...	1,908	5 0 1	.....	8	20	
...	141	...	90	733	...	...	...		823	3 5 5	.....	2	10	
...	22	423	...	300	...	143	...	99	965	5 13 6	2 9 8	6	11	
55	374	423	1,998	1,033	...	143	...	99	3,696	4 10 8	0 8 6	16	41	
163	1,323		4,102	..	...	...	...	40	4,142	2 15 11	.....	6	63	
...	937	..	...	3,971	.	.	...	.	3,971	5 14 6		14	60	4 boys.
...	51	234	...	...	3	..	...	762	999	21 4 1	4 15 8	4	10	
163	2,311	234	4,102	3,971	3	...	...	802	9,112	4 5 4	0 1 8	24	133	
...	216	..	1,628	.	.		...	...	1,628	7 15 1	. ....	2	12	
...	38	...	...	629	..	...	...	..	629	6 6 8	. ..	..	2	8 boys,
...	11	45	..	.	5	...	...	50	100	5 14 1	2 10 4	3	2	
...	265	45	1,628	629	5	...	...	50	2,357	7 5 10	0 2 2	5	16	
...	171	...	333	..	...	...	...	333	2 3 6	.....	...	..		
...	192	364	433	1,201	...	...	...	...	1,998	5 14 10	1 1 3	6	26	
...	318	364	766	1,201		...	.	..	2,331	4 12 7	0 11 11	6	26	
20	..	...	..	...	5	...	.	7,226	7,231	9 1 8		8	53	
28	62	...	...	.	...	...	..	1,981	1,981	2 12 7	.....	6	28	
...	90	.	...	...	...	...	...	1,319	1,319	7 12 10	.....	3	9	
...	...	...		..	...	...	...	415	415	7 8 8	.....	...	4	
...	...	...	...	.	...	.	...	115	115	5 12 0	. ...	...	...	
...	..	...	...	...	..	.	...	334	334	4 1 1		...	...	
...	48	...	...	..	...	...		...	..	....	..	...	4	Cost included under 2nd grade School at Savanur.
...			...		...			484	484	11 8 4	.....	.	..	

SUBSIDIARY

District or State.	Name or Class of Institutions.	Number of Institutions.	Number of Scholars on the Rolls on 31st March.			Average Monthly Number on the Rolls during the year.	Average daily Attendance.	Classification of the Scholars on 31st March according to Race or Creed.						Number of Scholars on 31st March		
			Upper Primary Stage.	Lower Primary Stage	Total.			Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	Maráthi.	Gujarátí.	Hindustání.
1	2	3	4a	4b	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c
	SOUTHERN DIVISION —*continued.*															
	Total, Local Boards .	42	272	1,989	2,261	2,119	1,282	.	12	1,960	289	...	...	166	...	218
	Total, Municipal Boards	22	254	1,397	1,651	1,353	871	...	26	1,558	64	...	3	344	...	...
	Total, Aided	5	50	203	253	229	155	..	65	188	...	...	...	169	...	...
	Total, Native States . .	32	213	1,281	1,494	1,513	991	...	...	1,365	129	...	...	1,246	...	48
	Grand Total, S D.	101	789	4,870	5,659	5,214	3,299	..	103	5,071	482	...	3	1,925	...	266
	SIND.															
KARÁCHI.	Sind Municipal Boards ..	4	35	235	270	263	161	...	...	262	8	..	...	2	58	...
	Aided ...	3	6	142	148	108	86	. .	...	21	127	..	...	...	...	...
	Total ..	7	41	377	418	371	247	...	...	283	135	.	..	2	58	...
	SIND.															
HYDERABAD.	Municipal Boards ...	6	56	374	430	442	310	...	...	314	116	...	...	..	...	..
	Aided	1	31	106	137	133	98	...	2	135	...	...	...	...	...	...
	Unaided	1	...	19	19	17	15	...	...	..	19	...	...	...	...	. .
	Total .	8	87	499	586	592	423	...	2	449	135	..	...	. .	...	...
SHIKÁRPUR.	Municipal Boards .	7	51	276	327	299	225	..	...	59	268	...	...	...	...	...
UPPER SIND.	Municipal Boards ...	2	5	48	53	55	32	...	...	..	53	...	...	...	...	...
	Total, Municipal Boards .	19	147	933	1,080	1,059	728	...	...	635	445	...	...	2	58	...
	Total, Aided	4	37	248	285	241	184	...	2	156	127	...	...	...	...	...
	Total, Unaided .. .	1	...	19	19	17	15	...	..	....	19	...	..	..	...	...
	Grand Total, Sind .	24	184	1,200	1,384	1,317	927	...	2	791	591	...	.	2	58	..
PRESIDENCY.	Total, Departmental . .	2	67	147	214	199	150	...	7	149	26	29	3	69	119	26
	Total, Local Boards ...	119	828	5,472	6,300	5,963	3 600	...	21	5,535	602	135	7	1,409	2,673	341
	Total, Municipal Boards ..	117	1,123	7,074	8,197	7,728	4,689		100	7,017	901	129	50	3,438	2,122	237
	Total, Native States .	133	928	5,993	6,921	6,710	4,260	.	19	6,418	439	29	16	1,607	5,027	87
	Total, Aided	71	2,048	4,279	6,327	6,160	4,395	2	626	3,227	192	2,094	186	2,295	3,663	...
	Total, Unaided	3	4	100	104	90	63	...	. .	73	20	10	1	55	30	...
	Grand Total ..	445	4,998	23,065	28,063	26,850	17,157	2	773	22,419	2,180	2,426	263	8,873	13,634	691

FORM No. 5—*continued.*

lars on the learning								Expenditure.								Annual Cost of educating each Scholar.		Numbers passed.		
Kánarese.	Sindhi.	Portuguese.	Gurmukhi	Hebrew.	Hindu-Sindhi.	English.	Persian.	Provincial Revenues.	Local Rates or Cesses.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Endowments and Other Sources.	Total.	Total Cost.	Cost to Government.	Upper Primary School Examination (Vernacular Standard IV.)	Lower Primary School Examination (Vernacular Standard II).	Remarks.
8*d*	8*e*	8*f*	8*g*	8*h*	8*i*	8*j*	8*k*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9	10	11	12	13	14
								Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			
1,877	...	...	...	...	...	...	...	...	7,971	...	...	..	...	40	8,011	3 12 5	...	16	95	
1,307	..	...	...	...	...	...	...	364	523	...	6,534	...	...	...	7,421	5 7 6	0 4 3	22	98	
84	...	...	...	...	...	...	...	702	...	8	300	143	...	911	2,064	9 0 2	3 1 0	13	23	
200	...	...	...	...	...	...	...	...	...	5	...	...	11,874	...	11,879	7 13 7	...	17	98	
3,468	...	..	...	...	...	...	...	1,066	8 494	13	6,834	143	11,874	951	29,375	5 10 1	0 3 3	68	314	
	33	...	17	...	170	..	...	978	...	...	2,083	...	...	...	3,061	11 10 2	3 11 6	4	14	
...	148	...	...	...	...	...	...	58	...	...	277	302	...	...	1,087	10 1 0	0 8 7	1	3	
..	181	. .	17	...	170	...	...	1,036	...	...	2,810	302	...	...	4,148	11 2 10	2 12 8	5	17	
...	196	...	234	...	...	...	8	756	Included in the primary Day Schools.					..	...	..	...	2	6	
...	137	...	...	...	...	...	...	377	...	...	...	300	...	515	1,192	8 15 5	2 13 4	9	7	
...	19	...	...	...	...	..	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	352	...	234	...	...	...	8	1,133	...	.	...	300	...	515	1,192	...	...	11	13	
...	327	...	...	...	...	...	...	431	Included in the primary Day Schools.					...	...	...	...	10	18	
.	53	...	...	...	...	..	..	46	Included in the primary Day Schools.					...	...	..	...	1	2	
...	609	...	251	...	170	...	8	2,211	...	...	2,083	...	...	...	4,294	...	...	17	40	
...	285	...	..	...	...	...	...	435	...	...	727	602	..	515	2,279	9 7 4	1 8 9	10	10	
...	19	..	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
	913	...	251	. .	170	...	8	2,646	...		2,810	602	...	515	6,573	...	...	27	50	
...	...	...	.	...	...	...	.	1,702	. .	..	...	..	...	...	1,702	8 8 10	8 8 10	13	37	
1,877	...	...	..	...	..	...		10,228	22,165	1,095	...	600	...	40	34,128	5 11 7	1 11 5	116	354	
1,307	609	73	251	...	170	...	8	8,518	1,680	109	26,415	...	...	66	36,788	4 12 2	1 1 8	92	353	
200	...	..	.	...	...	..	.	...	2,193	5		625	33,881	2,391	39,095	5 13 3	...	111	385	
84	285	...	...	110	..	10	...	12,195	223	5,266	1,607	9,739	...	27,034	55,964	9 1 4	1 15 8	125	238	
...	19	...	...	...	...	...	...	...	...	.	...	178	...	183	361	4 0 2	...	...	...	
3,468	913	73	251	110	170	10	8	32,643	26,261	6,475	27,922	11,142	33,881	29,714	1,68,038	6 4 2	1 3 5	457	1,367	

SUBSIDIARY

Statistical Return of Schools for Special or

District or State.	Name or Class of Institutions.	Number of Institutions.	Total Number of Scholars on the Rolls on 31st March.	Average Monthly Number on the Rolls during the year.	Average daily Attendance	Classification according to Race or Creed of the Scholars on 31st March						Number of Scholars		
						Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English	Sanskrit.	Persian.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c
	A.—Medical Schools.													
	Departmental.													
Poona	Medical School, Poona	1	47	45	37	...	3	41	3	..	..	47	...	...
Ahmedabad .	Do. Ahmedabad	1	66	63	61	...	2	53	8	1	2	...	...	...
Hyderabad ...	Do. Hyderabad	1	42	30	29	...	..	30	9	..	3	42	...	...
	Total, Medical	3	155	138	127	..	5	124	20	1	5	89	...	...
	B.—Engineering School.													
	Departmental.													
Hyderabad ..	Engineering School, Hyderabad.	1	19	19	16	...	...	16	1	2	...	19	...	..
	C.—Agricultural Classes.													
	Departmental.													
Poona ...	College of Science	1	38	39	28	1	...	37	...	...	...	..	...	...
Sholápur ..	High School	1	(25)	(16)	(12)	...	...	(24)	.	(1)	..	...	...	...
Khándesh ..	Do.	1	(43)	(16)	(14)	...	...	(42)	...	(1)	...	(33)	(30)	(1)
Ahmednagar .	Do	1	(43)	(27)	(17)	...	...	(43)	...	...	...	(33)	(13)	(4)
Nasik	Do.	1	(16)	(17)	(15)	...	.	(15)	(1)	...	...	(12)	(7)	(1)
Kaira ..	Do.	1	(90)	(84)	(62)	...	..	(94)	(2)	...	...	.	...	.
Surat	Do.	1	(35)	(25)	(12)		..	(34)		(1)	...	...	.	.
Belgaum	Do.	1	(27)	(15)	(11)	..	...	7	...	...	..	...	...	..
Hyderabad ...	Do.	1	7 (6)	8 (10)	7 (5)		...	(6)	...	..	...	(6)	...	..
	Local Board.													
Hyderabad .	Vernacular Class...	1	9	8	7	...	...	1	8	..	...	...	...	...
	Total, Agricultural	10	54 (291)	55 (210)	42 (148)	1	...	45 (258)	8 (3)	. (3)	...	(84)	. (50)	(6)
	D.—Forest Class.													
	Departmental.													
Poona ..	College of Science, Poona.	1	11	7	6			11		.			...	
	E. School of Art.													
	Departmental.													
Bombay ..	School of Art, Bombay	1	227	227	167	16	25	142	8	30	6	..		..
	F.—Drawing Classes.													
	Departmental.													
	Central Division ...	11	(743)	(701)	(601)		(3)	(525)	(25)	(185)	(5)	...	...	...
	North East Division	3	(283)	(270)	(208)	..	(2)	(264)	(7)	(8)	(2)	(278)	(116)	(12)
	Northern Division	4	(186)	(191)	(150)	.		(152)	(5)	(28)	(1)		.	...
	Southern Division	3	(184)	(187)	(139)	...	.	.		.			..	...
	Sind	3	(138)	(119)	(81)	(4)		(97)	(12)	(25)	...	(138)	.	...
	Aided.													
Karáchi	Drawing Class, Convent School .	1	(14)	(18)	(14)	(12)	(2)		.	..	...	(14)	...	..
	Native State.													
Kolhápur	Drawing Class, Rájárám College	1	(324)	(315)	(291)	..	(2)	(320)	(2)	..	.	(324)	...	..
	Total, Drawing Classes ...	26	(1872)	(1801)	(1484)	(16)	(9)	(1358)	(51)	(246)	(8)	(754)	(116)	(12)

FORM No. 6.

Technical Training for the official year 1885-86.

on the 31st March learning						Expenditure.								Annual Cost of educating each Scholar.		Remarks.
Marathi.	Gujarati.	Hindustani.	Sindhi.	Kánarese.	Hindu-Sindhi.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other Sources.	Total.	Total Cost.	Cost to Government.	
8*d*	8*e*	8*f*	8*g*	8*h*	8*i*	9*a*	9*b*	9*c*	9*d*	9*e*	9*f*	9*g*	9*h*	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
...	...	...	...	...	...	13,484	...	...	30	...	...	.		13,514	300 5 0	299 10 4	
...	...	...	...	...	...	12,893	...	...	621	...	...	...	...	13,514	214 8 2	204 10 5	
...	...	...	...	...	...	9,741	500	...	...	...	...	...	...	10,241	341 5 10	324 11 2	
...	...	...	...	...	...	36,118	500	..	651	...	...	...	..	37,269	270 1 1	261 7 11	
...	...	...	...	...	...	1,800	...	...	...	...	...	...	...	1,800	94 11 9	94 11 9	
...	...	...	...	...	...	12,133	...	...	...	...	...	...	639	12,772	327 7 10	311 1 8	
...	...	...	...	...	..	−1,131	...	...	...	500	...	...	1,769	1,138	71 2 0	...	
(12)	...	...	...	...	...	933	...	...	...	200	...	...	...	1,133	70 13 0	58 5 0	
(20)	...	...	...	...	...	886	...	...	35	...	...	...	...	921	34 1 5	32 13 0	
(8)	...	...	...	...	..	882	...	...	...	350	...	...	...	1,232	72 7 6	51 14 1	
...	...	...	...	...	...	716	...	...	4	...	...	...	...	720	8 9 7	8 8 0	
...	...	...	...	...	...	715	...	...	5	...	...	...	...	720	28 12 10	28 9 7	
7	...	...	...	...	..	929	..	..	...	240	...	...	278	1,447	62 14 7	40 6 2	
...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
...	...	...	9	...	...	...	1,127	...	...	...	...	...	...	1,127	140 14 0	...	
7 (56)	...	...	9	...	...	16,063	1,127	...	44	1,290	...	...	2,686	21,210	80 0 8	60 9 10	
...	...	...	..	...	...	3,506	...		...	...	...	...	...	3,506	500 13 9	500 13 9	
...	...	...	...	...	...	22,967	...	5,805	3,269	...	...	...	...	32,041	141 2 5	101 2 10	215 boys and 12 girls.
...	...	...	...	...	...	2,652	...	...	2,028	..	...	...	...	4,680	6 10 8	3 12 6	
(154)	...	(1)	...	...	...	1,602	...	...	134	...	...	...	...	1,736	6 6 10	5 14 11	
...	...	...	...	...	...	1,598	...	...	187	...	...	...	...	1,785	9 4 10	8 4 10	
...	...	...	..	...	...	1,687	...	...	113	...	..	...	...	1,800	9 10 0	9 0 4	
...	...	...	...	...	...	836	...	..	152	...	...	...	...	988	8 4 10	7 0 5	
...	..	...	...	...	...	100	...	...	100	...	..	...	..	200	11 1 9	5 8 10	
...	...	...	...	...	...	...	...	...	...	...	...	660	...	660	2 1 6	...	
(154)	...	(1)	.	...	...	8,475	...	...	2,714	...	...	660	...	11,849	6 9 3	4 11 3	

District or State	Name or Class of Institutions.	Number of Institutions.	Total Number of Scholars on the Rolls on 31st March.	Average monthly Number on the Rolls during the year.	Average daily Attendance.	Classification according to Race or Creed of the Scholars on 31st March.						Number of Scholars		
						Europeans and Eurasians.	Goanese and Native Christians.	Hindus.	Muhammadans.	Pársis.	Others.	English.	Sanskrit.	Persian.
1	2	3	4	5	6	7a	7b	7c	7d	7e	7f	8a	8b	8c
	G.—Industrial Schools.													
	Departmental.													
Poona	College of Science, Workshop ...	1	90	77	64	4	4	78	1	2	1	90	...	...
	Local Board.													
Ratnágiri	Industrial School	1	155	125	99	...	1	151	3	...	...	...	...	...
	Aided.													
Bombay ...	David Sassoon's Institution ...	1	226	223	223	...	3	136	78	6	3	44	...	...
Poona ...	Free Church Orphanage ...	1	11	10	9	...	10	1	...	...	...	...	...	...
Do. ...	Industrial School, Sirúr ...	1	37	37	37	...	21	16	...	...	...	...	...	...
Do. ..	Panch Houd Mission School ...	1	16	...	...	...	15	..	...	...	1	...	...	...
Sholápur ..	Robertson School, Pandharpur ...	1	65	59	44	...	..	63	2	...	...	...	...	...
Surat ...	Industrial School, Surat... ..	1	51	49	36	..	...	14	...	35	2	...	...	...
	Native States.													
Gutch ...	Industrial School, Bhúj	1	104	109	66	...	...	92	12	...	...	...	...	...
	Total, Industrial Schools ..	9	755	689	578	4	54	551	96	43	7	134	...	...
	H.—Normal Schools (Men).													
	Departmental.													
Poona ...	Training College	1	143	140	110	...	...	118	25	...	...	..	118	...
Ahmedabad ..	Do.	1	159	122	112	...	..	147	12	...	...	...	149	5
Dhárwár ...	Do.	1	116	117	106	...	..	98	18	...	...	...	100	...
Hyderabad ...	Do.	1	28	17	16	...	...	15	13	...	...	...	...	28
	Aided.													
Ahmednagar ...	Normal School, Ahmednagar ...	1	59	56	54	...	54	5	...	...	...	30	...	...
	Native States.													
Káthiáwár ...	Normal School, Rájkot	1	71	71	59	...	...	70	1	...	..	...	71	...
Kolhápur ..	Do. Kolhápur	1	16	17	16	...	...	16	...	...	...	...	16	..
	Total for Masters ..	7	502	540	473	...	54	409	69	...	...	30	454	33
	I.—Normal Schools (Women).													
	Departmental.													
Poona	Training College...	1	41	42	34	...	...	37	2	...	2	..	...	...
Ahmedabad ...	Do.	1	43	41	35	...	11	23	1	8	...	...	...	...
	Native States.													
Rájkot ...	Barton Training College, Rájkot.	1	9	7	6	...	...	9	...	...	...	...	...	...
Kolhápur ...	Do. Kolhápur...	1	4	5	4	...	...	3	1	...	...	...	...	...
	Total, Mistresses ..	4	97	95	79	...	11	72	4	8	2	...	...	...
	J.—Special Schools.													
	Aided.													
Násik	Sanskrit Páthashála	2	88	81	57	...	...	88	...	...	...	...	88	...
Kánara ...	Ditto Gokarn	1	36	32	29	...	...	36	...	...	...	.	36	...
	Total, Special Schools ...	3	124	113	86	...	...	124	...	...	..	...	124	...
	Grand Total ...	65	2,034 (2163)	1,893 (2011)	1,574 (1632)	21	140	1,554	206	84	20	272	578	33

FORM No. 6—*continued.*

on the 31st March learning						Expenditure.									Annual Cost of educating each Scholar.		Remarks.
Marathi.	Gujarati.	Hindustani.	Sindhi.	Kánarese.	Hindu-Sindhi.	Provincial Revenues.	Local Rates or Cesses.	Endowments.	Fees.	Municipal Grants.	Subscriptions.	Revenues of Native States.	Other Sources.	Total.	Total Cost.	Cost to Government.	
8d	8e	8f	8g	8h	8i	9a	9b	9c	9d	9e	9f	9g	9h	9	10	11	12
						Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs. a. p.	Rs. a. p.	
...	...	...	...	...	...	—759	...	..	...	...	...	...	6,313	5,554	72 2 1	...	
155	...	...	...	...	...	1,500	...	...	...	...	..	...	21,840	23,340	186 11 6	12 0 0	
100	82	..	...	...	...	3,600	...	...	800	...	...	...	22,166	26,566	119 2 1	16 2 4	
11	...	...	...	...	...	160	...	...	...	...	...	...	...	160	16 0 0	16 0 0	
37	...	...	...	...	...	...	...	...	...	...	...	...	829	829	22 6 6	...	
16	...	...	...	...	...	320	...	...	...	...	...	...	...	320		...	
65	...	...	..	..	...	72	...	...	...	883	...	..	...	955	16 3 0	1 3 6	
...	...	...	...	...	...	2,000	...	1,137	17	...	...	...	...	3,154	63 4 10	40 1 7	
...	...	...	...	...	...	...	...	...	...	...	3	4,853	...	4,856	44 8 9	...	
384	82	...	...	...	...	6,893	...	1,137	817	883	3	4,853	51,148	65,734	95 6 6	10 0 1	
118	...	25	...	...	...	15,108	2,527	...	...	...	..	..	...	17,635	121 10 10	103 10 1	
..	159	...	...	...	...	8,213	4,538	..	8	...	...	..	...	12,759	103 14 5	66 12 10	
4	...	16	...	96	...	8,477	6,076	...	...	...	...	..	...	14,553	136 5 7	67 5 2	
...	...	...	28	..	28	3,694	1,331	...	...	..	...	...	...	5,025	295 9 5	217 4 8	
59	...	...	...	...	...	1,000	...	...	...	...	6,540	...	...	7,540	134 10 3	17 13 9	
...	71	...	...	...	...	...	...	...	2	...	...	8,605	...	8,607	120 8 0	...	
16	...	...	...	...	...	...	...	...	...	...	...	2,165	...	2,165	127 5 7	...	
197	230	41	28	96	28	36,492	14,472	...	10	...	6,540	10,770	...	68,284	126 7 3	67 9 3	
41	...	...	...	...	...	10,292	2,068	...	...	...	...	...	34	12,394	295 1 6	245 0 9	
...	43	...	...	...	...	10,144	1,110	...	...	600	...	...	..	11,854	287 11 2	246 3 2	
..	9	..	...	...	...	...	...	4	...	...	...	746	...	750	100 0 0	...	
4	...	...	...	...	...	...	...	...	...	...	...	864	...	864	172 12 9	...	
45	52	..	...	..	...	20,436	3,178	4	...	600	...	1,610	34	25,862	272 3 9	215 1 10	
...	...	...	...	...	...	150	...	...	...	148	8	...	201	507	5 0 5	0 9 11	
...	...	...	...	...	...	...	...	...	36	...	...	...	33	69	2 2 6	...	
...	...	...	...	...	...	150	...	...	36	148	8	...	234	576	5 1 7	1 5 3	
633	364	41	37	96	28	1,52,900	19,277	6,946	7,541	2,921	6,551	17,893	54,102	2,68,131	68 13 9	39 4 3	

No. 31 of 1887.

Educational Department.

Bombay Castle, 12th January 1887.

Letter from the Director of Public Instruction, No. 4994, dated 10th December 1886—Forwarding a copy of his report for 1885-86, and requesting permission to distribute copies as usual.

Resolution.—Mr. Chatfield has submitted the Annual Report on the Administration of the Department of Public Instruction at a somewhat later date than usual, but the cause of delay is explained in his seventh paragraph. He resumed charge of his office on November 25th, 1885, when he relieved Mr. Lee-Warner who acted for him for the first eight months of the year under review.

2. General Operations of the Department.—The Director describes the year in his review of 1885-86 as "one of reports and discussions beyond all precedent." This is quite true. Heavy demands were made upon the time and labour of the Departmental officers and Government by causes of which the Director of Public Instruction has mentioned two, namely, the transfer of schools to local bodies and the development of technical education. A third cause which entailed still heavier labour was the consideration of the orders passed by the Government of India upon the Education Commission's report. These were dealt with by the Acting Director in his letter of 9th May 1885, in which he responded to the call of Government by giving a survey of the whole field of education with special reference to the conclusions and recommendations of the Education Commission. Thereon Government issued a Resolution No. 1938, dated 29th October 1885, in which they passed orders on the proposals of the Acting Director and "approved of the policy suggested by Mr. Lee-Warner in his report as giving practical effect to the principles which it has been the desire of Government to follow in the development of education in this Presidency." A reference to this Resolution and the letter on which it was based renders it unnecessary for Government to discuss the controversy raised by the Director and the Inspector of the Northern Division in regard to the position and encouragement of aided enterprise. The Resolution has not been re-produced, according to the usual practice, in Appendix O of the Report, and therefore a copy of it should be appended to this Resolution, in order that the views of Government on the important questions therein dealt with may be accessible to all readers of this report. A further report on the subject of Mahomedan education was submitted on June 26th, upon which the orders of Government were passed in Resolution No. 2034, dated November 14th, 1885. Finally, various reports on the subject of technical education were disposed of in the Government Resolution of September 15th, 1886. Rules were also prepared during the monsoon for the management of municipal schools which, with slight modifications, were provisionally accepted by Government and have recently been published as confirmed. Besides these reports, a series of conferences, as recommended by the Education Commission, were held in Bombay, Poona, Belgaum, Ahmednagar and Ahmedabad, to which the managers of aided institutions were invited. The Grant-in-aid Rules affecting Colleges were prepared after a separate conference with the Principals of the three aided Colleges, and the rules proposed were sanctioned by Government. Of their effect the Director gives a most satisfactory account in his 26th paragraph, where he observes that the authorities of the Free General Assembly College were encouraged by them to sanction the appointment of a Professor of History and Political Economy. The application of the results system to higher education in Bombay was condemned by the Education Commission, and it is satisfactory to observe that the change in system has at once strengthened one of the leading aided Colleges in the Presidency. The Director of Public Instruction seems willing now to extend the principle thus inaugurated to higher secondary education, since he remarks (in paragraph 114) that the result system is not applied to High Schools in any other part of India and experience tells against its conti-

nuance here. Government will be glad to consider the Director's proposals for amending the Bombay system in the direction indicated.

3. General results.—Notwithstanding this extra labour, and the delay involved in holding conferences in the monsoon months, the work of the Department was not neglected, and the statistics, now presented to Government, are the most encouraging which His Excellency the Governor in Council has ever been called upon to review. There is an advance along the whole line of educational activity, in which even the depressed classes have joined. At the end of the year there were 460,987 children in the schools connected with the Department, the largest number ever previously recorded being 438,416. Except in the School of Art and High Schools for Girls the increase of 22,571 is distributed over every class of institution, primary schools claiming 18,824 of the whole increase. Drawing Classes have added the large figure of 520 to their number and technical schools have gained an addition of 231. The College attendance increased by 138, and that of the High Schools by 1,823. Arranged according to classes of agency the municipal schools have gained more than the local board schools have lost, while a very satisfactory feature is the addition of 8,068 pupils to schools aided by the Department. These figures are irrespective of 70,140 children in the outer circle of schools not aided by the Department, in regard to which the Acting Director advocated efforts being made to bring them into connection with the Department, while at the same time he remarked in paragraph 67 of the report for last year that the Bombay Department was wise in not desiring to make a show of figures, or claim as connected with it any results for the character of which it could not vouch. Mr. Chatfield advocates extreme caution in transferring these schools to the list of recognized institutions, and in paragraph 75 he quotes the opinions of the Inspectors upon them. Government approve of the policy pursued by Mr. Kirkham, who remarks that "every effort is made to keep up some degree of contact with the unrecognized schools." In the Northern Division Mr. Giles reports that his help is not desired by the masters, but Government hope that with perseverance this difficulty will be overcome. As the existence of these schools is recognized by the Director in forming his calculations of school provision, it is certainly desirable that they should be drawn within the circle of State aid and inspection, as opportunity and funds are found. Mr. Chatfield shows that, including the outer circle, there were 10,456 schools with 531,127 children under instruction in the whole Presidency. On these data he observes that the average number of square miles to each village with a school is 24, and that the average for the whole Presidency comes to 1 school for every group of 5 villages, and to a distance of 5 miles from one school to another. On the whole population the percentage under instruction is 2·29. It will be shown in subsequent paragraphs that female education, instruction to Mahomedans and to various depressed classes, as well as night schools have shared in the general improvement which the foregoing remarks indicate.

4. Aided Schools.—But one of the most important points of view from which the operations of the Department can be surveyed is the progress of aided education, which it was the chief aim of Government Resolution No. 1938, dated 29th October 1885, to encourage and strengthen. Of the capacity of private enterprise the report gives abundant proof. In the Matriculation Examination aided schools for Europeans, and those for the general public under Native management, attained a higher percentage of success—60 and 54 per cent. respectively—than the Government schools, while some of the mission schools were very successful. The success of the New English School in Poona was conspicuous, and the two aided colleges in Bombay sent up a largely increased number of undergraduates for the University degrees. As pointed out by Government in the Resolution of October 29th, 1885, "the gradual transfer of secondary education to private and local management must be contemplated, and the way prepared by a gradual raising of fees." Government therefore approve cordially of the Director's intention, expressed in paragraph 54, to increase the fees in the Ahmedabad High School, of which the fee-receipts fell to Rs. 3,850 in the year under review. As pointed out in the report for 1884-85, paragraph 44, the raising of fees in the Northern Division is much to be desired. The valuable Tables given by Mr. Chatfield on pages 40 and 50 show an absence of any unaided High Schools in this Division,

while the aided list is not being added to: while in High Schools the Central Division shows a considerable increase of attendance in the 22 aided schools, and an addition of one to the three pre-existing unaided schools. On the other hand, it is satisfactory to notice that the aided middle schools in all Divisions except Sind, and especially in the Northern Division, have largely increased, being 65 instead of 50 in the whole Presidency with 3,820 pupils. In primary education, as shown on page 64, very conspicuous progress has been made by the addition of 173 aided schools with 5,244 pupils. The North-Eastern Division however shows a decrease of 2 schools. In regard to the share of funds which fell to aided agencies, paragraph 8 shows that out of a total expenditure on education of Rs. 45,17,151, aided schools spent Rs. 9,74,218 or 21 per cent. But it must be observed that of this sum Rs.6,54,017 represent the fees, endowments and private funds of aided schools; and omitting the cost of building operations of local boards, the total expenditure from public funds, including provincial, local, and municipal rates on all education, was Rs. 23,36,290, of which aided institutions received 13 per cent. Government hope that, as aided institutions show their increased efficiency and power of expansion, a larger share of public funds will be assigned to them. His Excellency the Governor in Council hopes that the injunctions contained in Government of India letter No. 323-B., dated October 28th, 1884, will be borne in mind. In that letter the Governor General in Council advocated "a frank recognition of the cheaper indigenous schools in towns," and the "development of private enterprize in secondary education." In the year under review some progress has been made, and it is only necessary to persevere in the system which is prescribed in this Government's Resolution of October 29th, 1885.

5. Institutions maintained from Public Funds.—The Government and other schools maintained from public funds have been well managed during the year. In regard to paragraph 10 of Mr. Chatfield's report, it should be pointed out that expenditure from the local cess is properly treated as expenditure from public funds. This view is clearly appreciated by Mr. Kirkham, from whose report an extract is quoted on page 66, where he speaks of the policy laid down by the Government of India in regard to local board schools, as "the ideal distinctly aimed at for many years past of a comparatively small number of well-equipped and well-officered schools maintained wholly out of public funds and placed in such situations as will enable them to serve as model schools for the largest possible circle of aided schools." It is because the board and municipal schools are provided out of public funds, that the strict rules of departmental control and supervision have been justified and rendered necessary. In the course of the year, only 6 institutions have been added to the list of those maintained by the Department, while 99 have been added to those maintained by Native States. The time seems to have arrived when the attention of the Native States should be called to the advantages of enlisting private enterprise in the task of extending education. Of the Government institutions the Elphinstone and Deccan Arts Colleges show a falling off in the percentage of success in the University Examinations. The Gujarát College, however, shows an improvement. The working of the Deccan College of Science has been separately reviewed, and it is only necessary here to observe that it maintained its reputation. In the Government High Schools there was an increase of attendance in every division except the Northern Division and Sind. The percentage who passed under all heads in the Central and Northern Divisions was 45, in the North-Eastern Division 49, in the Southern Division 34 and in Sind 54. Last year the figures for the Northern and Southern Divisions were 64, and therefore in these divisions there was a marked falling off in results, for which the Director furnishes no explanation. In middle schools there was a decrease of three departmental schools in the year under review which occurred in the Southern and Sind Divisions. The Director does not give the average percentage of success for the Central Division, but the results of the year's examination appear to be rather less satisfactory than in the preceding year. In the North-Eastern Division there was an improvement, but in the Northern Division there was a fall from 69 per cent. to 63, and in the Southern Division a very remarkable decline since 33 per cent. passed in the two schools of Bijápur and Hubli against an average for those schools of 68 in the previous year. In Sind there was an improvement. The

results of the year were therefore generally less successful than in previous years. So too with the Matriculation Examination, 19 Government Schools secured a percentage of success of 52 against 58 per cent. in the previous year, while aided schools under Native management secured 54 per cent. of success. The aided High Schools in the Central Division show poor results, while the Belgaum London Mission School has maintained the position it held last year. In middle schools the institutions which came up for examination this year in the Central Division appear to be much less efficient than those examined last year, since only 38 per cent. of the examinees passed against 64 per cent. in 1884-85. In the Northern Division the aided Anglo-Vernacular Schools did better. Altogether the Government schools, despite a falling off in the results, maintained their superiority over other classes of secondary schools.

6. PRIMARY EDUCATION.—In primary education there were 6,593 schools with 391,680 scholars, of which only 10 are Government institutions situated at stations like Aden and Foreign Cantonments, or the practising schools for the Normal Colleges. The attendance in local board schools decreased from 261,900 to 215,158, but in municipal schools, owing to the transfer and natural growth, it increased from 2,729 to 59,048. The proportion of cess-payers' children in their own Anglo-Vernacular schools increased to 67 from 41, and in vernacular schools to 69 from 60. The increase is not explained, but is probably more due to the elimination of the municipal school boys from the return, than to any greatly enhanced demand of the cess-payers for education. The aided primary schools have increased to 633, the Central and Southern Divisions showing the largest increase, while in the Northern Division there are only 46 aided schools with 3,128 pupils. Except in the Central and Southern Divisions the unaided list is nearly blank. It may here be mentioned that there are 239 night schools with 6,758 pupils or an increase of 50 schools with 1,171 scholars.

7. WORKING OF LOCAL BOARDS.—The attendance in Local Board schools has fallen from 261,900 to 215,158, but this is due to the transfer of pupils in local cess schools to the municipal school. Apparently the gain and loss of each class of schools cannot be disentangled, but the increase in both municipal and local board schools together is 9,577, and there is no reason to doubt that each class has really gained an increase in the year. The Inspector of the Central Division observes an improvement in the tendency of some of the Táluka Boards to weed out useless members from the Committee and entrust their duties to men prepared to devote time to the task of supervision. The opinions of the District Officers are reprinted at pages XXIV and XXV. In the North-Eastern Division more decided views are held as to the usefulness of school committees, but the Collector of Násik is strongly impressed with the need for departmental supervision over schools in the smaller municipalities. In the Northern Division Mr. Giles speaks of school committees as often of great use when judiciously used. He finds them a useful agency, and that their tendency is towards increasing intelligence. In the Southern Division, however, the Dhárwár and Bijápur Deputy Inspectors apply very disparaging remarks to the Committees, while some regulations imposed upon them in Belgaum by the Collector are said to have produced a marked improvement in that district. It is natural that in Sind the state of affairs should at present be less satisfactory, and the Inspector states that the Local Boards have not yet shown "the slightest capacity for managing the educational matters placed under their control." On the whole, however, Government observe an improvement in the accounts of the previous year, and he has no doubt that Mr. Giles is correct in his remark, that if treated in a sensible way the Committees will take more and more trouble in a matter in which an increasing interest is soon developed.

8. FEMALE EDUCATION.—Turning now to female education, His Excellency the Governor in Council observes that attendance fell in High Schools from 1,110 to 1,085, but rose in middle schools from 1,703 to 1,706 and in primary schools from 25,870 to 28,063, and a satisfactory account of the girls' progress is given. Seven European and 3 Pársi girls passed the Matriculation. In the Northern Division the greatest number of girls are registered, nearly 11,164, of whom nearly half are in the Native States. Aided schools taught 6,327 children,

of whom 3,519 attended schools in the Central Division. In some of these girls' schools there are little boys, but on the other hand there are small girls in mixed schools. Altogether the total number of girls attending school in the Presidency was 45,037 against 42,230 in the previous year.

9. Technical Education.—Government have recently reviewed at length the condition of technical education, and in that review the importance of drawing was insisted on. They are glad therefore to notice the increased number of examinees for drawing although there was a great falling off in the number of passes. On the other hand, the attendance in agricultural classes has fallen off. A marked improvement in the engineering class in Hyderabad results from the measures taken to give the pupils practical instruction. The omission to give drawing lessons to the apprentices at Byculla must be rectified, and the attention of the Byculla Education Society must be called to the default. The numbers in the Ratnágiri school have risen to 155, which is satisfactory. But the most favourable feature in the report is the growing interest in technical instruction shown by the American and Free Church Missions. Their industrial schools are only a beginning, but they indicate a new departure which it is most desirable to encourage by the wider publication of the rules of aid.

10. Special Classes.—The means of education provided for young Chiefs are being taken fuller advantage of in the northern part of the Presidency, where the Wadhwán Girássias' school under Mr. Strip is doing valuable work, and the Rájkumár College maintains a well-earned reputation. Government consider that the time has come when all the Political Agents in Gujarát and Kutch should exert greater efforts to send pupils to these institutions. In Kolhápur the Sardárs' Class appears to be poorly attended, but it is expected that the Chiefs of Miraj and Rámdurg will presently be sent to it. Mahomedan education is represented by 57,747 pupils of this important class of the community. The Director does not specially give the information about the progress of their education in secondary instruction which was brought out clearly in the report for 1884-85, although the Table given at page 95 enables Government to gather the facts regarding it. It would thus appear that in Government institutions maintained by the Department there were only 900 Mahomedans in the year under review as against 1,006 in the previous year. In Colleges there were 21 as against 17, but in High Schools a decrease of 4 Mahomedans, and in middle schools a falling off of 11. In middle schools maintained by Boards there was a moderate increase, but in aided High Schools there was a large increase of 98, thus indicating a preference for aided schools over those maintained from public funds. The statistics of Mahomedan education are so important that Government would prefer to have the whole subject dealt with by the Director in a separate Chapter on the lines adopted in the report for 1884-85. It is satisfactory to observe some increase in the number of children of the aboriginal tribes at school who now number 3,321 as against 2,622, but there is a falling off in the North-Eastern Division. Government observe that Mr. Giles finds the same difficulty, to which the Acting Director referred in the report for last year, namely, the provision of masters who are accustomed to the climate. Government will be glad to learn that the suggestion made in the report for 1884-85 as to the encouragement of private enterprise has been tried. In Bengal the success of Missionary educational agencies has been very remarkable in this class of the community. In Bombay there are no children of the aboriginal class attending the Departmental institutions, and in aided schools there are only 86 children classed under this head. The Director notices the excellent example of self-help shown by the Lingayat community, who have raised a fund of Rs. 65,000. A similar movement on the part of the Maráthás is commencing in Poona.

11. Normal Schools.—In their review on the report of last year Government directed especial attention to three subjects,—technical education, the encouragement of private enterprise, and Normal Schools. The single aided Normal School at Ahmednagar is still highly commended. Last year the number of trained teachers in the public schools, not classed as aided or Native State, was 1,829 and this year it is reported to be 2,276, but the untrained head masters are

as many as 3,023. The attendance in the Government Normal Schools for Masters was 446 and for women 84 against 425 and 90 in the preceding year. It is, however, a matter for regret that the Mahomedans are only 68 men and 3 women, against 75 and 2 in the previous year. In the Poona Training College for Mistresses there was a small falling off, but Mrs. Davies has been as successful as usual; and much improvement is spoken of in the Mahálakshmi College at Ahmedabad. The Barton College in Káthiáwár was a new institution in which Miss Spencer has made an excellent beginning.

12. GENERAL REVIEW.—On the whole, the year was not only one of progress in numerical results, but it witnessed the completion of important measures affording opportunity for discussion and review. Government hope that the success which attended the conferences will lead to more frequent opportunities being afforded to the representatives of private enterprise to discuss matters of educational interest with the officers of the Department. The Director's attention should be called to the Government of India letter No. $\frac{12}{320}$, dated October 24th, 1885, communicated under Government Resolution No. 2032, Educational Department, dated November 14th, 1885. He was then directed to add a special section containing a summary of the steps taken to give effect to the recommendations of the Commission, and referring to the particular paragraphs of the report which deal with the several matters in greater detail. This Mr. Chatfield has omitted to do. The appendices to the report contain much interesting matter, in regard to which Dr. Cook's report on the Grant Medical College may be specially mentioned. Government observe that the Director's report has abandoned the plan according to which the report of last year was distributed in Chapters, and they desire that future reports should adopt the plan followed in the account of the year 1884-85. While the statistics of the year carry with them their own commendation of the work of the Department, the results of the labours already mentioned in para. 2 do not immediately appear in those statistics. They are not however less valuable on that account, and His Excellency the Governor in Council must record his high appreciation of the energy and zeal displayed by the Acting Director in dealing with the heavy duties imposed upon him. He was ably seconded in his arduous work by the Executive officers of the Department, amongst whom Government would especially notice Mr. Kirkham, as having taken a prominent part in the Conferences and in the work connected with the transfer of schools to local bodies.

13. Copies of this report and the Resolution of Government should be sent to the Government of India and the Secretary of State for India.

W. LEE-WARNER,

Acting Secretary to Government.

To

The Director of Public Instruction,
The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
All Collectors,
The General Department of the Secretariat,
The Editors' Table, Bombay, Poona and Dhárwár,
The Government of India,
The Secretary of State for India. } By letter.

[*Reprinted as an accompaniment to Government Resolution No. 31, dated 12th January 1887.*]

No. 1938 of 1885.

EDUCATIONAL DEPARTMENT.

Bombay Castle, 29th October 1885.

Letter from the Acting Director of Public Instruction, No. 836, dated 9th May 1885—Submitting, in reply to Government memorandum No. 2111, dated 8th December last, his proposals and remarks on such of the recommendations of the Education Commission approved by the Government of India and the Secretary of State as require immediate attention in this Presidency.

Letter from the Acting Director of Public Instruction, No. 2864, dated 5th August 1885—Forwarding, with reference to his office letter No. 836 of 9th May last, copy of a letter from the Principals of the Bombay Colleges, regarding the new Grant-in-aid Rules for Colleges, and requesting to be favoured with early orders on the subject. Making remarks.

Letter from the Acting Director of Public Instruction, No. 3796, dated 18th September 1885—Submitting his views in reference to Government Resolution No. 779, dated 25th April last, on the relations of all primary schools not maintained by the Municipality, whether aided, unaided, or indigenous, to the Municipal School Boards. Forwarding a copy of a letter from the Chairman of the Poona School Board. Quoting extracts from the same, and stating that the tone of the correspondence shows that the time has now come when the orders of Government should be taken on the whole question without further delay, and that he would ask Government to endorse the recommendation of the Commission, supported by the Government of India and the Secretary of State, by declaring that the duty of maintaining all primary schools within municipal limits under the Grant-in-aid Code devolves on the Municipalities. Stating further that when the legal position is thus cleared, he would suggest the following orders on the subject which have been unanimously approved by the Educational Inspectors, European and Native, who are now assembled in Poona :—

"1. Municipal Boards, which are required to make adequate provision for establishing and maintaining primary schools, should keep a register of all aided or unaided primary schools and of all indigenous schools within the municipal limits, and should from time to time, on the demand of the Educational Department, recommend to the Director of Public Instruction those institutions which they consider entitled to aid in accordance with the Grant-in-aid Rules.

"2. The Director will thereon notify to the Municipality the schools which he has registered for aid under the rules, and it will devolve on the Municipality to give them the aid to which they are thereafter entitled under the Grant-in-aid Rules. Provided that the Department may continue to aid directly from Provincial funds any schools which it pleases so to aid, and which are unwilling to receive aid from the municipal school fund.

"3. The Director of Public Instruction will be prepared, subject to financial considerations, to give the Municipality assistance in aiding primary or indigenous schools to the extent of one-third of the aid given by the Municipality under the Grant-in-aid Rules, but nothing contained in those rules shall be held to affect the responsibilities of the Municipality as defined by the municipal law."

RESOLUTION.—The Governor in Council will deal with each of the subjects in Mr. Lee-Warner's letter in their order.

Training Colleges.

2. His Excellency in Council attaches great importance to these institutions and is satisfied that the additional expenditure asked for by the Director of Public Instruction is needed to give the existing Colleges a full measure of efficiency. But the Governor in Council is not prepared to accept the present number of these institutions as sufficient in view of the increase to be looked for in the demand for teachers; at least one additional Training College is in his opinion needed, and he will be glad to receive the proposals of the Director of Public Instruction for this addition.

The Director of Public Instruction's para. 2.

3. It is the desire of Government that the training given in these Colleges should include elementary instruction in agriculture and the industrial arts so soon as books upon Indian agriculture and agricultural chemistry are obtainable. It is recognized that a primary school cannot be a technical school, but it can be made the means of suggesting to the younger generation what they ought to do to become good artisans or good cultivators; and school-masters who have acquired some knowledge of the first principles applying to technical subjects, will be able to give to the school population a desire to acquire more information in a practical direction. His Excellency in Council would prefer that an experiment should be made in one of the Training Colleges by giving special attention to teaching these practical arts, to see how far technical training can be imparted without impairing the primary school-master's efficiency in the essentials of elementary education.

4. The remarks in the Director's paragraph 3 regarding practising schools have the concurrence of Government and he may at once propose what is necessary for their efficiency.

Para. 3.

5. The remarks of the Acting Director upon the duties of School Boards and their relations to Government are judicious. In this country as in England the Government, which largely subsidizes local expenditure on education, is bound to see that local bodies duly fulfil their public trust, and His Excellency the Governor in Council desires that the Director and his inspecting staff should assist them in an economical application of their funds, guiding and encouraging them to enlarge and organize their school systems and enforcing the necessary conditions of sound management, in all of which he will have the entire support of Government in virtue of the powers reserved in the Local Self-Government Acts on that behalf.

Paras. 4 and 5.

Secondary Education.

6. The Acting Director of Public Instruction has correctly understood the views of Government as to increase of expenditure upon High Schools. The Departmental High Schools are to be maintained as models and not allowed to compete with private institutions or to monopolize an increasing educational area. The limit of accommodation being reached in a Government High School further growth should be checked by exacting larger fees and higher standards. The gradual transfer of secondary education to private and local management must be contemplated and the way prepared by a gradual raising of fees.

Paras 7, 8 and 9.

7. His Excellency the Governor in Council desires that full effect should be given to the views expressed by the Director of Public Instruction at the close of his paragraph 7 and that in the Government High Schools further advance should be made in the direction of technical education. His Excellency in Council would not object to the development of practical instruction in Government High Schools by a bifurcation in the course of studies providing an alternative to the present higher standards which are adapted to train pupils exclusively for the learned professions or public service. In addition to the drawing already taught His Excellency in Council would be glad if facilities could be given to any pupils desiring it to learn some manual industry.

8. The Acting Director asks for an addition of Rs. 10,000 to the assignment for grants in aid of secondary schools. The effect of the policy by which private enterprise is to be encouraged to take the place of departmental agencies will certainly be to increase the demand for State aid to private institutions and the assignments under this head have already been increased. His Excellency the Governor in Council has no hesitation in admitting the Director's proposal for an increase of Rs. 10,000 under this head.

9. The necessity for a revision of the Grant-in-aid Rules has already been recognized by Government.

10. His Excellency the Governor in Council is not in favour of giving the stimulus of free studentships and scholarships in High Schools and Colleges to the school population

Para 11.

generally, but thinks that they should be opened to competition among those, who being remote from a High School or College, have a claim to exceptional assistance, or should be reserved for classes who are exceptionally backward in respect of education. Even with these limitations however His Excellency in Council considers that the additional Rs. 10,000 asked for by Mr. Lee-Warner are needed and should be given.

11. In the statement of existing scholarship assignments in the Acting Director's paragraph 11 the items shown under the heads of Training Colleges and College of Science, being presumably the maintenance allowances or stipends of pupils in training, cannot be drawn upon for the general scholarship fund of Rs. 20,000 which the Director of Public Instruction proposes to create.

12. From the foregoing it will be seen that Government approve of the views expressed by Mr. Lee-Warner in his paragraphs 18 and 19. They should be fully acted up to. Government also approve of the proposal in paragraph 20 to make use of the services of a committee for the administration of the scholarship funds, always provided their distribution is limited as above laid down.

13. The Acting Director desires authority to make enquiry into the manner in which endowments or bequests for educational purposes are applied. Government in its executive capacity has not as yet taken responsibility in respect of the administration of charities and any enquiry which the Director may institute should be made rather through representatives of the communities interested than through the usual official channel. The results of his investigations so made might if necessary be turned to account by action under Section 539 of the Civil Procedure Code.

Collegiate Education.

14. A provisional trial can be made of the scheme of grants-in-aid proposed and fully and clearly explained in Mr. Lee-Warner's letter. It will only apply to the Free General Assembly, the St. Xavier's and the Fergusson Colleges.

Paras. 13 to 17.

15. The weak point in the scheme appears to His Excellency the Governor in Council to be the absence of guarantee for proportionate expenditure from private assets. This is illustrated by the remarks of the Director in paragraph 16 showing that in the case of the Fergusson College at Poona and St. Xavier's College, Bombay, the actual expenditure in money is not to be taken as a measure of the value of instruction given. Where services are given from patriotic or religious motives in these institutions, a guarantee that the Government grant is usefully spent on the aided College may fairly be asked for, and His Excellency in Council desires that Mr. Lee-Warner will propose some rule providing that the Director of Public Instruction or Inspector should assure himself that educational assets, in money *or money's worth* double of the State grant, are actually made good by the institution claiming aid. For this purpose no inquisitorial proceeding would be needed.

16. The provision of Rs. 24,000 under this head is approved.

Primary Education.

17. What Government has contemplated doing is to give both to each Municipal Board and each District Board one-third of the total cost of primary schools, on the principal of the provincial contract, *i.e.*, a lump allotment open to revision every 5 years. This has actually been done for Municipal and remains to be done for District Local Boards.

Paras. 22 to 24.

18. With regard to the provision and maintenance of primary schools in municipal districts and the powers and duties of the State Educational Department and Municipal School Boards, there appears to be some misconception, which a brief explanation will doubtless suffice to correct. The duties imposed by law must be distinguished from the arrangements dependent on agreement or contract. The former attach to the Municipality only under (new)

Section 24 of the District Municipal Act of 1873, which enacts that it shall be the duty of every Municipality to make adequate provision within the municipal district for establishing and maintaining middle class and primary schools. Government has power under Section 42 of Act II. of 1884 to ensure that the provision is adequate, and it is further enacted that " the extent of the independent authority of any Municipality in respect of public education and its relations with the Government Educational Department shall from time to time be prescribed by Government." On the other hand Government is under no legal obligation to contribute to municipal school funds either under the Municipal Acts or under the Grant-in-aid Rules.

19. Government are however fully prepared to help the Municipalities to fulfil their obligations by contributing liberally to the municipal school funds. As negotiations were in progress, before Act II. was enacted, for the transfer of the management of the public primary schools in municipal districts to the municipal boards, the Government contribution in the first place naturally took the form of a grant under conditions of one-third of the cost of those schools, and the contract thus entered into was confined to the existing schools, which form a part and not necessarily the whole of the adequate provision of primary schools which the Municipalities are legally bound to establish and maintain. Within the contract the Municipalities can expand the means of primary education by economy, by a judicious increase of fees, and by taking the cheaper indigenous schools into their system. Beyond the contract Government is not bound by the rules to register any new schools for grants-in-aid, whereas the Municipalities are legally responsible that the provision of primary schools is adequate either by establishing new schools or by grants-in-aid to indigenous or aided or unaided schools.

20. But the contract grant being fixed for 5 years, Government are willing further to assist in the expansion of educational means during that term by contributing to the cost of new schools at its discretion under the Grant-in-aid Rules. There are also existing primary and indigenous schools which may prefer to be independent of the Municipal School Boards. These latter may be judged entitled to a grant-in-aid from Government within the limits of Section 23 as meeting the educational wants of some locality. And if a Municipality spends money beyond the contract on establishing new schools or on aiding schools where they are required to make the provision adequate, Government would not withhold temporary support within the limits of Section 23 under the Grant-in-aid Rules until the contract expires. When that happens it is probable that if the financial position permits, as many of these aided schools as it may be practicable and profitable to bring within the terms of a fresh contract, will be included in it, the contract grant being proportionately increased.

21. The grants-in-aid by Government above contemplated should be administered on the ordinary system. Government desire to leave to the judgment of the Educational Department the working out of the details for each locality, only noting that the cardinal principle must not be overlooked that the Municipality is made responsible by law for the establishment and maintenance of the whole system of primary schools in the municipal district, the aid of Government being entirely voluntary and discretional and subject to such conditions as Government may think fit to impose in the interests of education.

22. It seems to be in accordance with the views of the Government of India that the Municipalities should be allowed freedom of administration under the supreme control of Government as laid down in the Act in their dealings with private and primary indigenous schools which they may bring within the scope of their system as part of the contract scheme. Government do not desire that the exact terms of the Government Grant-in-aid Rules should be enforced, but the arrangements will be subject to the conditions of the contract grant and the powers of control given by the Act. Schools aided by the Municipalities outside the contract will come under the Grant-in-aid Rules in the ordinary way until the contract is revised.

23. The Acting Director has asked for a grant of Rs. 28,000 (25 per cent. on the contract grant) for aid to be given for the extension of primary edu-

cation outside the contract on the above principles, and His Excellency in Council is pleased to direct that this sum be provided in the budget for 1886-87.

24. For primary schools under District Local Boards the subsidy now assigned is Rs. 2,72,000. This is very far short of the proportion of Re. 1 for every Rs. 2 of local assets which Government desire to provide. To bring the assignment up to this proportion about 4 lákhs would be needed from Provincial revenues (see Government Resolution No. 1204, dated 15th July 1884, paragraph 7).

25. The District Boards will now receive as fresh funds the sum which will be relinquished by Municipalities minus any subsidies which they may assign for expenditure in municipal limits; but Mr. Lee-Warner has shown that this can be at once absorbed and a large demand still remain to be met. Khándesh can at once apply Rs. 26,000, but will hardly get Rs. 10,000 from the Municipalities. The rapid extension of primary schools in Dhárwár is checked for want of funds and Rs. 50,000 has been asked for for that district. In order to give State aid to District Boards in the same proportion as to Municipal, a very large increase in the provincial assignment must be made, and His Excellency in Council considers that the addition made at once should not be less than one lákh.

26. But while the Governor in Council recognizes the claim of rural districts to a subsidy which in the aggregate shall equal half of the local assets, he must reserve to the Educational Department discretion in the distribution of the subsidy among the districts. Rural taxation is not elastic, as are municipal revenues, and the local educational rates represent an income which is by its nature liable to very slight enhancement. Some amount of latitude must therefore be allowed to the Department in dealing with the aid to District Boards. All districts are rated in the same proportion to their income and Government may therefore fairly apply its grant where it is most needed.

27. Beside the proportional grant, which by the addition of one lákh would be brought up to Rs. 3,72,000, the Acting Director desires an assignment of Rs. 28,000 for the extension of primary education in the rural areas under the grand-in aid system. The sum is not more than that asked for and approved as a provision for similar extension in municipal areas. His Excellency in Council could not reasonably withhold assent to the proposed assignment.

Para. 25.

28. It must not be lost sight of that as under the Municipal Act so under the Local Funds Act power is reserved to Government to direct and control the action of local bodies in respect of public education, and authority must be vested in the Educational Department to take a share in matters relating to the economical application of public funds. How the necessary adjustments under various heads should be worked out in particular cases was intentionally left to be worked out between the Department and the Boards.

29. His Excellency in Council must here insist upon the same element of practical instruction being introduced as far as possible in municipal and rural schools, which was above demanded in the case of Training Colleges and secondary schools. In schools under teachers trained as directed, and as far as may be in others, everything should be done to encourage elementary training in some handicraft and in the rudiments of agricultural science. It is only on the understanding that provision is made for such practical instruction that His Excellency in Council consents to add the sums of one lákh and of Rs. 28,000 as above approved to the subsidy for district primary schools and for the extension of aid to private effort in rural areas.

Building Grants.

30. While concurring with the Acting Director of Public Instruction that in making special building grants the liberality of Government may in some recent cases have gone beyond the limits observed in other provinces, His Excellency the Governor in Council attaches importance to aid given in this form. The cost of building is often a

Para. 26.

special difficulty in the way of private enterprise, and as it is the object of Government to encourage private effort some liberality in the matter of building grants should not be grudged. His Excellency is therefore prepared to sanction the increase of the current provision for buildings from Rs. 55,000 to one lákh. As the current provision has been in recent years supplemented by special grants in excess of the increase asked for, Mr. Lee-Warner's proposal does not involve an addition to actual expenditure under this head.

31. The Financial Department should now be moved to admit to the budget for next year the increased assignments approved of under the various heads dealt with as below :—

Para. 26.

		Rs. per annum.
I.	Increased establishment for the Training Colleges with the additional provision of rent for Poona at Rs. 60 a year, (paragraph 2)	4,044
II.	Increased results grant-in-aid provision for secondary schools (paragraph 8)	10,000
III.	A scholarship grant (paragraph 10)	10,000
IV.	Provision of fixed grants to three Colleges (paragraph 16)...	24,000
V.	An extension fund for primary education in the municipal school areas (paragraph 23)	28,000
VI.	An increase to the lump grants to the Local Boards (paragraph 25)	1,00,000
VII.	A provision of grant-in-aid to rural board schools as an addition to the results grant (paragraph 27)	28,000
VIII.	Addition to the building grant (paragraph 30)	45,000
		Rs. 2,49,044

32. Referring to the points upon which the Acting Director asks for authoritative ruling, it will be seen that His Excellency in Council has approved of the policy suggested by Mr. Lee-warner in his report as giving practical effect to the principles which it has been the desire of Government to follow in the development of education in this Presidency.

JOHN JARDINE,

Acting Chief Secretary to Government.

To

The Commissioner in Sind,
The Commissioner, N. D.,
The Commissioner, C. D.,
The Commissioner, S. D.,
The Acting Director of Public Instruction,
All Collectors and Presidents of District Local Fund Committees,
The Financial Department of the Secretariat,
The Accountant General.